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Marriage Preparation Programs and Changing Marital Roles.

University — Université
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Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée
Masters in Science

Year this degree conferred — Année d'obtention de ce grade
1984

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MARRIAGE PREPARATION PROGRAMS

AND

CHANGING MARITAL ROLES

by

Deborah McGinn Norris

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF SCIENCE

IN

FAMILY LIFE EDUCATION

FACULTY OF HOME ECONOMICS

EDMONTON, ALBERTA

FALL, 1984

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Marriage Preparation Programs and Changing Marital Roles

.....

submitted by Deborah McGinn Norris

in partial fulfilment of the requirements for the degree of Master of Science in Family Life Education.

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ABSTRACT

This thesis describes a formative evaluation of the role expectations component of the marriage preparation program offered by the Pastoral Institute of Edmonton. I conducted this evaluation in order to assist the Pastoral Institute in identifying the expectations about marital roles that are held by couples prior to marriage. Researchers view marriage preparation programs as increasingly important in the present day given that new marital roles are emerging for husbands and wives and given that husbands and wives no longer enact marital roles simply on the basis of gender. The results of this formative evaluation indicate that this program has the capacity to assist premarital couples in coping with changing marital roles in their relationships. The Role Expectations Questionnaire, designed specifically for this study, is potentially useful to the Pastoral Institute. Results of the evaluation indicate that the Role Expectations Questionnaire can assist premarital couples in the process of role taking thereby facilitating subsequent role transition in marriage. Analysis of responses to the Role Expectations Questionnaire indicate that egalitarian marital roles for women and modified traditional marital roles for men are not in evidence within this sample of premarital couples. However, the emergence of new marital roles, specifically the therapeutic and recreational marital roles for men and women and a sexual marital role for men is more obvious using the Role Expectations Questionnaire with this sample of couples.

ACKNOWLEDGEMENTS

Many people have contributed to the successful completion of this thesis. First and foremost, I would like to express my sincere gratitude to the chairman of my thesis committee, Dr. Jason Montgomery. His constructive criticism and thorough review of my work will always be greatly appreciated. Moreover, I would like to extend my heartiest thanks to Dr. Montgomery for his willingness to contend with the particular difficulties associated with writing a thesis "from a distance".

I also thank the other members of my thesis committee, Dr. Amy Zelmer and Ms. Kathryn Laverty for their input and interest in my work.

The Pastoral Institute of Edmonton provided both the inspiration and the setting for this research. Therefore, I offer my thanks to the administration and staff of the Institute for their cooperation and wish them continued success with their marriage preparation program.

I would also like to take this opportunity to thank my friends and colleagues at Mount Saint Vincent University for their encouragement, particularly as I coped with some of the more difficult aspects of the thesis process.

Wanda Roy of the Technical University of Nova Scotia deserves special credit for her careful typing of this thesis. My sister-in-law, Colleen Brown, also deserves special mention for generously agreeing to do all the "leg-work" for me in Edmonton.

Last but not least, I thank my husband, Daniel Norris, for helping me to maintain faith in my abilities and for his unrelenting support and patience.

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CHAPTER ONE

INTRODUCTION

We in society live in a period of rapid social change. Social change stimulates adjustments in all major social institutions, including marriage (Albrecht, Bahr & Chadwick, 1979). Indeed, some researchers (Davids, 1980; Mackie, 1983) postulate that marriage is developing new functions in this society. These researchers infer that changes in functions are characteristic of institutions such as marriage.

New functions in institutions mean new roles for those who occupy positions in these institutions (Nye, 1974). In other words, as a result of changes in marital functions, there are new roles emerging which are not universally recognized and incorporated into institutional descriptions of marriage. For example, Nye's study supports the presence of three roles which have not usually been described as part of the normative structure of marriage. These are the therapeutic, recreational and male sexual roles.

The emergence of new roles can be associated with role conflict and marital conflict. Role conflict occurs when an individual assumes new roles which "may require attitudes and behaviors that are inconsistent with those of more traditional roles" (Hollahan & Gilbert, 1979, p. 452). Role conflict refers to the strain which occurs within the individual when competing role expectations are perceived from two or more roles enacted by that individual (Nye & Berardo, 1973).

Marital conflict can refer to spousal differences in role expectations (Nye & Berardo, 1973). When a husband and wife form a

relationship and become interdependent, they may develop differing perceptions of a single marital role, leading to conflict between husband and wife. This thesis is concerned with minimizing role conflict and marital conflict which can exist in contemporary marital relationships.

The emergence of new roles and the likelihood of subsequent role and/or marital conflict has implications for practitioners who are developing marriage preparation programs. Couples entering a marriage preparation program today have different needs than had couples in the years before marital roles were rapidly changing. Marriage preparation programs can be useful in helping couples find a way to deal with role conflict and marital conflict.

If practitioners involved in marriage preparation programs are aware of the changing needs of couples, they may adapt their programs accordingly. My study endeavored to assist one particular group of practitioners in adapting their marriage preparation program to suit the changing needs of couples. The objective of my study was to conduct a formative evaluation of the role expectations aspect of the Pastoral Institute of Edmonton program.

This thesis concerns that evaluation and consists of the following steps. First, the research problem will be presented, indicating the research objectives. This section will also include the thesis' justification. Chapter Two will consist of the literature review. This review will not only report on relevant research, but will integrate it so that a clear understanding is reached in terms of how this topic area has been studied in the past. A conceptual model is drawn from the literature review and a description of this model will con-

stitute the third chapter of this thesis. The fourth chapter will describe the methodology or methods of inquiry utilized in the research process. The fifth chapter will present the findings. Finally, the sixth chapter will consider the results of the research by returning to the conceptual model and discussing necessary revisions to the model and important emphases.

Statement of the Problem

The purpose of my study has been to design and implement an instrument that will assist the Pastoral Institute of Edmonton and couples enrolled in its marriage preparation program in identifying the expectations about marital roles that are held by couples prior to marriage. The new instrument will give the Pastoral Institute an indication of whether or not new roles are emerging among couples attending the Institute's marriage preparation program, the power of these new roles and the possibility of role conflict and marital conflict.

In order to accomplish the overall purpose of my study, I identified specific research objectives. These research objectives follow.

Research Objectives

1. To determine whether or not it is necessary and appropriate to have participants involved in marriage preparation programs consider: (a) the role conflict and marital conflict which may exist in contemporary relationships and (b) ways of handling role conflict and marital conflict.
2. To identify the goals that the Pastoral Institute of Edmonton holds for the marriage preparation program it offers.

3. To ascertain the Pastoral Institute of Edmonton's goals and objectives relative to marital roles. These goals and objectives may be implied or explicit.
4. To decide whether or not there is a difference between couples' needs relative to roles as identified by the Pastoral Institute of Edmonton and couples' needs as indicated by the present data collection device, i.e., the role expectations component of the Premarital Biographical Questionnaire (PMBQ).
5. To construct a new data collection device to better probe role issues in terms of: (a) the objectives of the Pastoral Institute of Edmonton relative to roles and (b) what is known about roles in developing marital relationships in contemporary society.
6. To administer the new data collection device to a particular group of participants taking the course offered by the Pastoral Institute of Edmonton.
7. To devise criteria for analysis that will serve as a means of assessing the usefulness of the new data collection device to the Pastoral Institute of Edmonton and to those couples participating in their marriage preparation program.
8. To analyze the data collected using the new device and compare this with that collected using the old data collection device, i.e., the Premarital Biographical Questionnaire.
9. To contribute suggestions to the Pastoral Institute of Edmonton regarding the role expectations component of their marriage preparation program.
10. To specify the demographic data contained within the responses to

the Premarital Biographical Questionnaire and to use these data to see if they are significant in affecting responses.

In an area of inquiry such as this, one in which terms have different meanings and even experts find clarity to be elusive, the clear specification of terms is essential to maintaining the writer's consistency and the reader's understanding. This specification follows.

Definition of Terms

1. Role: Roles are associated with the positions that individuals occupy in marriage. The positions that individuals occupy in marriage include the positions of husband, wife, mother and father. Roles consist of the particular behaviors which are normatively expected of the individuals occupying such positions (Nye, 1974).
2. Role Conflict: The emergence of new marital roles in society can cause role conflict for one or both individuals in marriage. Role conflict refers to the strain which occurs within the individual when conflicting or competing role expectations are perceived from two or more roles enacted by that individual (Nye & Berardo, 1973).
3. Marital Conflict: The conflict that can occur in marriage has numerous sources. A consideration of role expectations is useful in understanding one source of marital conflict (Nye & Berardo, 1973). In this thesis, I shall focus on marital conflict as a function of spousal differences in role expectations.
4. Role Enactment: In this thesis, role enactment refers to the performance by marriage partners of their marital roles.
5. Marital Roles: Marital roles are those roles enacted by a husband and wife in marriage (Nye & Berardo, 1973). The specific marital

roles of concern in this thesis are the provider role, the housekeeping role, the childcare role, the child socialization role, the therapeutic role, the recreational role and the sexual role.

6. Egalitarian Marriage: In this thesis, I view an egalitarian marriage as one in which husband and wife share equal responsibility for all marital roles, including those roles which have traditionally been sex-segregated (i.e., housekeeping role for wife, provider for husband).

7. Role Transition: Role transition refers to the act of moving into or out of a particular role (Burr, 1972; Jones & Butler, 1980). In this thesis, the term "role transition" shall be used in this specific way.

8. Marriage Preparation Programs: Marriage preparation is viewed as an intervention designed to promote growth for couples before they are married, thereby helping to prevent later marital difficulties (Blood, 1973; Guerney & Guerney, 1981). Similarly, this thesis refers to marriage preparation programs as sources of prevention for the problems that can occur in marriage.

Various assumptions can be drawn from the findings of the research studies that formulate the theoretical base of the present study. Moreover, I hold various preconceptions about the area of inquiry. A statement of these assumptions and preconceptions is necessary in order to ensure the writer's clarity and the reader's understanding. This statement follows.

Assumptions

1. Role conflict occurs with the addition of new roles to the marital

relationship.

2. Role conflict occurs when the norms and behavior patterns of one role are inconsistent with those of a second role of an individual.
3. There is no definite "cause and effect" relationship between role conflict and marital conflict in marriage. Although role conflict and marital conflict may exist concurrently in marriage, a husband or wife can experience marital conflict without necessarily experiencing role conflict. For example, a wife who is sharing responsibility with her husband for the provider, housekeeping and childcare roles may not experience role conflict, but may at the same time differ with her husband as to how these marital roles should be enacted. Conversely, a husband who is sharing responsibility with his wife for the provider, housekeeping and childcare roles may experience role conflict, but may be able to handle it in such a way that his wife is satisfied and no marital conflict exists.
4. With the emergence of new marital roles ane egalitarian marriages, the enactment of many marital roles is now interchangeable between partners, whereas the traditional marriages the enactment of roles is typically sex-segregated. The potential for marital conflict and role conflict increases because marital roles are now interchangeable between partners.
5. Individuals experience role transition prior to marriage and during the early years of marriage.
6. The ease with which an individual experiences role transition is related to a variety of conditions associated with the roles involved. One of the conditions is whether or not the individual ever experienced an opportunity to identify those marital roles he/she might be enacting

in the marriage relationship. Another condition affecting the ease of role transition for the individual is the degree to which marital roles are clearly defined to the individual prior to marriage. A clear definition of marital roles involves specifying the norms and behavior patterns which constitute the marital roles.

7. Marriage preparation programs are interventions which can help individuals both identify and define their future marital roles, thereby facilitating role transition for the participants involved in marriage preparation programs and helping to avert role conflict and marital conflict.

A clear specification of terms and a statement of assumptions is essential in maintaining the writer's consistency and the reader's understanding. In addition, it is essential to inform the reader as to why I think this area of inquiry is worthy of study.

Justification for the Study

The literature indicates that marriage preparation programs can assist couples in coping with changing marital roles as well as role conflict and marital conflict.

Some researchers (Bader, Microys, Sinclair, Willett & Conway, 1980; Mace, 1972; Schumm & Denton, 1979) recognize that marriage preparation programs can prevent some role conflict and marital conflict. Some programs exist to help individuals and couples make careful evaluations of themselves, of each other and of the relationship as it progresses (Mace, 1972). Such programs have great potential in helping individuals and couples deal with role conflict and marital conflict.

Bader et al. (1980) support the relative merits of marriage

preparation programs by indicating in their study that couples who have taken part in a marriage preparation program are better able to constructively deal with conflict than those who have not. Subsequently, Bader et al. (1980) outline the potential value of well-designed marriage preparation programs and emphasize the importance of "further innovation, effort and research in the area" (p. 178).

Moreover, Schumm and Denton (1979) state in their study that enhancing the effects of marriage preparation programs depends on adequately assessing the needs of the couples who attend. Consequently, it appears that it is necessary and appropriate for practitioners involved in marriage preparation programs to effectively assess the needs of couples in relation to their roles both before and during their participation in the program.

Such needs assessment can determine if the goals and objectives of the marriage preparation agency are congruent with the needs of the couples who attend. In essence, needs assessment constitutes one aspect of a formative evaluation. Formative evaluation provides an examination of the relevance of certain activities in a program (Siegel, Attkisson & Carson, 1978). Formative evaluation can be used to identify concerns which can provide more detailed input to the development of relevant goals and objectives of a program (Rutman, 1977).

The present study can help one particular group of practitioners involved in a marriage preparation program understand the role expectations of the couples involved in their program. By understanding the role expectations of the couples involved, the practitioners will be better able to spot the potential for role conflict and marital conflict within the relationships of the couples involved.

Summary

My thesis explores the role conflict and marital conflict that can exist in contemporary marital relationships. Researchers view marriage preparation programs as interventions which can help unmarried individuals become aware of role conflict and marital conflict. A clear definition of marital roles before marriage alerts the individual to roles that might conflict in marriage, thereby helping to avert later role conflict and marital conflict. Moreover, researchers view marriage preparation programs as increasingly important in the present day, due to the possibility that new marital roles are emerging as a result of changing functions of marriage in society. The idea that new marital roles are emerging increases the likelihood that individuals will experience difficulty in dealing with role conflict and marital conflict.

With these concerns in mind, my thesis evaluates the role expectations component of the Pastoral Institute's marriage preparation program in an attempt to increase the Institute's awareness of new marital roles emerging in society, the power of these new roles and the possibility of role conflict and marital conflict.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

The literature review includes five sections. The first section discusses three perspectives of marital roles evident within the literature. The second section examines some of the changes that have occurred in men's and women's marital roles. The third section discusses the conflict involved in the changing marital roles of men and women. The fourth section considers the impact of changing marital roles on marriage as an institution. The fifth and final section of the review of literature concentrates on the development of marriage preparation programs and the effectiveness of such programs in assisting couples as they become aware of changing marital roles.

Perspectives of Marital Roles

Three perspectives of marital roles are evident within family studies literature. These three perspectives describe researchers' different views on gender specific role behavior in marriage. The studies of such researchers describe the origins of the three perspectives and characterize the men and women who ascribe to these perspectives in their marriages. The first section of the literature review will examine the three perspectives of marital roles in terms of how marital roles are enacted by husbands and wives and in terms of how they are studied by family studies researchers.

The Traditional Perspective - Role Differentiation Theory

The perspective of marital roles which emerged earliest in family studies is known as the traditional perspective. Marital roles, according to the traditional perspective, include the provider role for men and the housekeeping, childcare and child socialization roles for women. The men and women involved in traditional marriages view a limited role for men in the house as justifiable and appropriate (Pleck, 1976).

There are a number of sub-theories contained within the traditional perspective. However, there is one sub-theory within the traditional perspective that best provides an understanding of how marital roles are studied within the traditional perspective and how traditional marital roles are enacted by husbands and wives. The sub-theory is the Role Differentiation Theory.

Bales and Slater (1955) postulate that marital roles differ from one another and that marriage partners possess certain expectations regarding marital roles. Over time, marital role expectations become somewhat permanent in terms of which spouse performs a particular marital role and how that spouse carries out a particular marital role. Therefore, according to Bales and Slater (1955), role differentiation is "a process of development which occurs between marriage partners and through which constellations of roles come to be recognizable and expected by those marriage partners" (p. 259).

Furthermore, Parsons and Bales (1955) provide a fundamental explanation for role differentiation within the marital relationship. In their opinion, the idea that marital roles differ and that each spouse

is responsible for particular marital roles results from the biological relationship between mother and child. Mothers bear their children and provide for their children's early nurturing. These biological aspects of the mother-child relationship establish the presumption that the female spouse will assume responsibility for the internal needs of the family. When an individual assumes responsibility for the internal needs of the family, that individual assumes responsibility for expressive roles. Those marital roles identified as expressive, include the housekeeping role, the childcare role and the child socialization role (Parsons & Bales, 1955).

As the male spouse is exempt from fulfilling mother-child biological functions, he assumes responsibility for instrumental roles. Instrumental roles concern the relationship of the family with the outside world. Within marriage, the provider role is referred to as an instrumental role (Parsons & Bales, 1955). Moreover, husbands and fathers also assume responsibility for the maintenance of discipline and order within the family.

The Exploitation Perspective

The exploitation perspective is the second perspective which has been used to study marital roles. Friedan (1963) discusses the enactment of marital roles from the exploitation perspective. From the exploitation perspective, women are perceived as carrying an unequal burden of housework and childcare roles as compared with their husbands. Friedan views the unequal burden as an important aspect of the perceived inferior status of women in society. Moreover, Friedan labels the burden of housework and childcare roles carried by women as "exploitation"

of women and she asserts that this exploitation is experienced daily and in a direct way by almost all women in relationships with men.

Other researchers draw similar conclusions through their research on womens' enactment of marital roles. For example, Oakley (1974) found 70% of her British sample to be dissatisfied with the housework role. The subjects in Oakley's study cited the loneliness and monotony associated with maintaining responsibility for the housework role as the source of their dissatisfaction. Furthermore, Bernard (1974) describes the housewife as a "victim" and "the circumstances attending the enactment of her spousal role as pathogenic" (p. 52).

Feminist literature provides the underlying theoretical basis for the exploitation perspective on marital roles. For example, Friedan in The Feminine Mystique (1963) asserts that women are routed into maintaining responsibility for the housework and childcare roles to the exclusion of other possibilities because they have been conditioned to think that the housework and childcare roles are the only appropriate marital roles for them. In addition, most feminist literature states that women who maintain responsibility for the housework and childcare roles find that the performance of these roles does not bring satisfaction to their lives (Mackie, 1983).

From the exploitation perspective, men exploit women by making them totally responsible for housework and childcare roles. Moreover, researchers who write about the exploitation perspective think that the exploitation of wives will never change. Similarly, the researchers who use the traditional perspective to describe the enactment of marital roles do not view change as possible or probable. Therefore, both the

exploitation and traditional perspectives represent static views of marital roles. On the other hand, the changing roles perspective represents a dynamic view of marital roles.

The Changing Roles Perspective

The third perspective on marital roles that is evident within family studies literature is the changing roles perspective. From the changing roles perspective, the enactment of marital roles changes as society changes. In other words, this perspective discusses an ongoing adjustment in men's and women's marital roles as these roles are revised to meet changes in society. Researchers discuss the ongoing adjustment in men's and women's marital roles in terms of increased flexibility between spouses as to the range of marital roles that each spouse can enact in marriage and in terms of the emergence of new marital roles.

Some family studies researchers support the validity of the changing roles perspective. For example, Vincent (1966) describes the "sponge-like" characteristic of the family, whereby individual family members facilitate social change by adapting the structure and activities of the family to fit the changing needs of other social institutions. Similarly, Berardo (1980) notes that in the 1970's, the institution of marriage continued to adapt its structures and functions in response to other institutional changes in society. Hoffer (1981) provides further support to the concept that marital roles change as society changes. He contends that gender-based enactment of marital roles and rigidity between spouses as to how a particular marital role is to be enacted are losing importance in marriage. Therefore, there is now greater

flexibility between spouses as to the enactment of their marital roles.

A study conducted by Nye (1974) also supports the validity of the changing roles perspective in that it indicates that new marital roles are emerging for men and women in contemporary marriages. These new marital roles are the therapeutic and recreational roles for men and women and a new sexual role for men. The therapeutic role refers to an expectation that marriage partners will help each other solve their personal problems. The recreational role refers to a developing expectation that husbands and wives will assume responsibility for organizing activities for leisure time. Finally, the new sexual role for men refers to the idea that some men are also assuming responsibility for sexual satisfaction in marriage.

The data from Nye's study suggest, however, that these emerging marital roles are not accepted and enforced by the men and women who enact them in their marriages to the same extent as are the traditional roles, such as the childcare, child socialization and provider roles. Furthermore, Nye suggests that kinship and housekeeping roles are becoming optional rather than mandatory activities in marriage.

Summary

In the first section of the review of literature I discussed three perspectives of marital roles that are evident within the literature. From the traditional perspective, women enact expressive marital roles and men enact instrumental marital roles. Expressive marital roles include the housekeeping, childcare and child socialization roles.

Instrumental marital roles include the provider role and the maintenance of order and discipline within the family. The men and women who enact traditional roles in their marriages consider their minimal involvement in the alternative instrumental or expressive direction to be acceptable. Moreover, researchers who employ the traditional perspective do not consider change in the enactment of marital roles as necessary. Consequently, the traditional perspective considers marital roles to be static. Researchers who study the exploitation perspective also consider marital roles to be static. The difference is, of course, that the theorists who study the traditional perspective of marital roles see the static nature of these roles as agreeable to the men and women involved in traditional marriages. On the other hand, those researchers with the exploitive view perceive the enactment of marital roles in traditional marriages as exploitive and harmful to the women involved in those marriages. The changing roles perspective differs from the traditional and exploitation perspectives. The changing roles perspective maintains that changes in marital roles are inevitable and in keeping with the changes that are occurring in society at large. The changing roles perspective discusses ongoing adjustment in men's and women's marital roles both in terms of increased flexibility between spouses as to the range of martial roles that each spouse can enact and in terms of the new marital roles that are emerging. Therefore, the changing roles perspective considers marital roles to be dynamic.

Changes in Men's and Women's Marital Roles

In the second section of the review of literature, I will document some of the changes occurring in terms of men's and women's marital roles. In addition, the second section of the literature review will point out some of the factors responsible for the formation of men's and women's attitudes about marital roles. Furthermore, I will discuss studies which specify some of the social pressures which maintain the traditional pattern of marital roles.

Changes in Women's Roles

Some family studies research indicates that attitudes toward female marital roles are changing and have been changing over the past few decades. The attitudes of both men and women toward female marital roles are becoming less traditional and more egalitarian. For example, Bayer (1975) cites a study conducted by Bayer, Royer and Webb (1973) which indicates a decline between 1967 and 1971 in the endorsement of traditional roles for women. At time of entry into college in 1967, a national sample of freshmen were asked their position on a four-point scale with respect to the statement: "the activities of married women are best confined to home and family". In 1967, 66% of the men involved in the study and 44% of the women indicated general agreement with the statement. For the same sample in 1971, 30% of the men and 15% of the women indicated general agreement with the statement.

A longitudinal study conducted between 1969 and 1973 by Parelius (1975) indicates that attitudes toward women's roles are becoming less traditional and more egalitarian. On the basis of his study, Parelius

concludes that women's attitudes toward marital roles changed significantly by 1973. Specifically, these women expected to share equally with their husbands in the provider role, The women in this sample felt their careers were just as important as their husbands' careers and they expected to receive equal help from their husbands in the housekeeping role.

Similarly, a longitudinal study conducted by Thornton and Freedman (1979) documents a shift between 1962 and 1977 toward women's egalitarian marital role attidues from traditional marital role attitudes. In 1962, 32-56% of the female respondents in Thornton and Freedman's study gave egalitarian responses on the questionnaire that was administered to them. However, in 1977, 60-77% of this same sample of female respondents gave egalitarian responses.

The findings of the longitudinal studies of Bayer, Royer and Webb (cited in Bayer, 1975), Parelius (1975) and Thornton and Freedman (1976) point out a decline in the proportion of women who support the traditional perspective of marital roles. Women who do not support the traditional perspective of marital roles are developing more egalitarian attitudes about marital roles.

Several demographic trends evident in North American society since World War II also indicate a shift from the traditional perspective of marital roles to an egalitarian perspective. The wage levels of employed women have risen since World War II, which has attracted an increasing proportion of women into the labor force (Mason, Czajka, and Arber, 1976). Moreover, there have been recent declines in desired family size on the part of the individuals involved in marriage and there has been an increase in the number of women who plan to remain childless (Mason,

Czajka and Arber, 1976). In addition, the divorce rate has risen in recent years and there has been an increase in the number of families that are headed by women (McKie, Prentice & Reed, 1983).

Demographic trends reflect changes occurring in society since World War II. Concomitant with the societal change reflected in demographic trends is the undermining of women's attitudes that rationalized the traditional marital role arrangement in the past. Therefore, support by women for the traditional arrangement of marital roles has declined and general demographic trends evident in North American society since World War II suggest this is so.

The longitudinal data and demographic considerations presented thus far in this discussion of changes in women's roles indicate that there is an increasing number of women in our society who reject the traditional arrangement of marital roles in favor of an egalitarian arrangement of marital roles. However, while some women are rejecting the traditional arrangement of marital roles, there are other women who still espouse traditional roles in their marriages. The question arises as to the factors associated with a women's choice of either the traditional arrangement of marital roles or the egalitarian arrangement. The following studies discuss the factors associated with women's marital role choices.

Mason, Czajka and Arber (1976) use data from five sample surveys conducted between 1964 and 1974 in order to isolate factors responsible for the formation of women's attitudes about marital roles. On the basis of their study, Mason, Czajka and Arber (1976) assert that educational attainment and employment patterns are the most important predictors of women's attitudes about marital roles. In other words,

if a woman has achieved a high level of education and is consistently employed in the work force, she is more likely to espouse egalitarian attitudes about marital roles.

Vanfossen (1977) stresses that male-female stratification in different social institutions is a determinant of the attitudes women form in relation to their marital roles. If a woman grows up with experience in societal institutions in which women play subordinate roles and lack the economic, political and social resource to change that subordinate position, then that woman will likely prefer the traditional perspective of marital roles. On the other hand, if a woman grows up removed from a situation where women are placed in subordinate positions and if she sees other women close to her enacting roles which are not traditional, then that woman will likely prefer an egalitarian marital role arrangement. In fact, Vanfossen delineates specific aspects of a woman's family of orientation that will determine whether or not a woman forms a traditional ideology of marital roles or an egalitarian ideology. According to Vanfossen's study, women with highly educated and consistently employed mothers form egalitarian attitudes about marital roles. The impact of the mother's educational status and employment pattern on the daughter's attitudes about marital roles intensifies if the mother possesses a dominant personality. Conversely, women with fathers who possess dominant personalities form traditional attitudes about marital roles.

Even though the traditional perspective of marital roles has been challenged by some women, these roles continue to occupy central positions in the lives of other women. The studies of Vanfossen (1977) and Mason, Czajka and Arber (1976) point out factors responsible for the formation

of women's attitudes about marital roles. A study conducted by Rosen and Aneshensel (1976) delineates some of the pressures women experience to maintain a traditional pattern of marital roles.

Rosen and Aneshensel (1976) obtained data from a sample of 3200 students attending all junior and senior high schools in three upstate New York cities. Questionnaires were distributed in order to determine the presence of the "chameleon syndrome" within this sample of students. The chameleon syndrome is a sociopsychological complex that consists of three inter-related parts, specifically the cognitive component, the perceptual component and the behavioral component. The cognitive, perceptual and behavioral components act upon the female during her socialization in such a way that she is pressured to maintain or assert traditional attitudes about marital roles.

The attitudes related to particular marital roles and the behavior prescribed for those marital roles is usually taught to females by their parents. Indeed, the data from Rosen and Aneshensel's (1976) study show chameleon syndrome scores to be highest among females with restrictive or controlling parents. Moreover, the chameleon syndrome is learned by females from peers of the opposite sex in dating relationships that encourage women to act in stereotypical ways.

The chameleon syndrome is identified within a female if that female is affected by pressure from parents or other socializing agents to maintain or assert traditionally female attitudes about roles. Moreover, the chameleon syndrome is also evident within the female if she is disguising feelings and attitudes that conflict with the traditional model of female roles in an effort to project a traditional image and

obtain approval from parents, peers of the opposite sex and other socializing agents.

Chameleon syndrome socialization received from parents and peers is intended to prepare females for marriage. The importance of marriage to some parents and other socializing agents is a reflection of the pressure society places on some women to fulfill traditional marital role expectations.

Changes in Men's Roles

If women's marital roles are changing, then men's marital roles must change as well. The movement from traditional marital roles to egalitarian marital roles for women is also true for men.

For example, Komarovsky (1973) observes a trend among men in which they move toward a "modified traditional" view of marital roles. According to Komarovsky, men who ascribe to "modified traditional" marital roles feel they should be primarily responsible for the provider role and that women who wish to work should interrupt their careers when they decide to have children. "Modified traditionalists" still expect women to carry the major responsibility for the housekeeping role. However, men who follow a modified traditional pattern of marital roles think that women should receive more assistance from their husbands as far as the housekeeping role is concerned.

The modified traditional view of men's marital roles differs from the traditional view of men's marital roles. The traditional view of men's marital roles is more strict than the modified traditional view

in terms of the enactment of marital roles. The traditional view prescribes that men should only enact instrumental roles within marriage. On the other hand, the modified traditional view endorses the enactment by men of expressive marital roles as well. Therefore, the modified traditional view allows men greater flexibility in terms of the enactment of their marital roles.

A study conducted by Eversoll (1979) indicates that younger men are more flexible than older men in terms of expectations about their marital role enactment. She measured differences in marital role expectation patterns in a cross-generational sample of 221 young males and their 221 pairs of parents. The sons expected to be more involved in the "therapeutic" and "recreational" marital roles and less involved in the "provider" and "societal model" roles than their parents.

Pleck (1976) provides insight into the socialization of men and the effect of this on the development of their marital role expectations. In doing so, Pleck draws other distinctions between traditional and modified traditional marital roles for men and helps to explain differences in men's expectations about their marital role enactment.

Men are socialized by their parents, peers and other socializing agents. From a traditional point of view, the socialization of men is characterized by an emphasis on personal achievement and the suppression of emotional intimacy within interpersonal relationships (Pleck, 1976). The traditional socialization of men over time is responsible for the development of men's traditional marital role expectations. Because men have traditionally been socialized to strive toward personal achievement and to suppress emotional intimacy in interpersonal relationships, it has long been appropriate for them to specialize in

instrumental roles, which focus on the relationship between the family and the outside world.

On the other hand, the studies conducted by Komarovsky (1973) and Eversoll (1979) indicate that men are becoming increasingly more flexible in terms of the particular marital roles they will enact and are, as a result, adopting "modified traditional" attitudes about marital roles. Modified traditional role expectations for men also emphasize personal achievement, but from a "modified traditional" point of view, positively sanctioned male achievement requires the development of interpersonal skills. Positively sanctioned male achievement from a strictly traditional point of view does not emphasize the development of interpersonal skills (Pleck, 1976). Similarly, while traditional role expectations for men discourage the development of emotional intimacy in interpersonal relationships, modified traditional role expectations emphasize men's capacity for emotional intimacy in interpersonal relationships (Pleck, 1976).

The shift from the traditional to the modified traditional male role causes difficulties for some men. Some men who have formed attitudes related to modified traditional roles find that the demands and expectations associated with their prior traditional male role socialization and the demands and expectations associated with modified traditional roles contradict each other. While some men may support the increased role sharing with women that characterizes modified traditional role expectations, they may at the same time interpret role sharing as "taking away" the conventional means of demonstrating their worth as men (Berger, 1979). In essence, they may feel that they

are left without experiences in their lives that validate their masculinity (Pleck, 1976). For example, a man raised according to the traditional male role model but who holds modified traditional male role attitudes, may feel less than "masculine" if he repeatedly finds himself washing dishes or preparing meals, duties which have traditionally been left entirely up to the female. In this case the expectations associated with the male's traditional role socialization conflict with the expectations associated with modified traditional male role attitudes.

Lein (1979) studied the emerging male role through intensive interviews with 25 Boston area families. On the basis of her study, Lein concluded that the difficulties that men experience in adopting new male roles are not the result of personal weaknesses or lack of commitment to family life. Rather, Lein states that difficulties result from deficiencies in men's social support systems. Because modified traditional male roles are not completely endorsed by society at large, there are few reference groups available to men within the larger society, particularly within the paid labor force, that can act as sources of support to those men attempting to adopt modified traditional male roles.

Summary

The attitudes of men and women toward their marital roles are becoming less traditional and more egalitarian. Some longitudinal and cross-generational studies indicate a decline in the numbers of men and women who support the traditional perspective of marital roles. Moreover, certain demographic trends evident in North American society

since World War II reflect a shift in attitude from the traditional perspective to the egalitarian perspective. The shift from the traditional perspective on marital roles to the egalitarian perspective means that there is now greater flexibility between husbands and wives as to the enactment of their marital roles. Furthermore, new marital roles are emerging as a result of the undermining of attitudes that have rationalized the traditional marital role arrangement in the past. For example, it is now often expected in the context of a marriage relationship that men will develop their interpersonal communication skills and their capacity for emotional intimacy. However, some men and women experience pressure from certain socializing agents to maintain traditional roles in their marital relationships. In addition, some men and women who espouse egalitarian marital role attitudes find that the demands and expectations associated with their traditional marital role socialization conflict with the demands and expectations associated with egalitarian marital roles. Consequently, while men's and women's marital roles are indeed changing, the development from the traditional to the egalitarian perspective is at the same time causing difficulties for some husbands and wives.

Conflict Associated With The Changing Marital Roles of Men and Women

This section of the review of the literature will discuss the enactment of marital roles by men and women, and the difference between men's and women's attitudes toward societal roles and attitudes toward marital roles. In addition, this section of the literature review will discuss problems the individual experiences in coping with changing marital roles, problems within the marriage and conflicts between work roles and marital roles.

Enactment of Marital Roles

Time use studies reveal information about men's and women's enactment of their marital roles. A study conducted by Walker and Woods (1976) indicates that the time some men spend in the enactment of certain marital roles is small in comparison with the time their wives' spend on the enactment of certain marital roles. Specifically, some men spend much less time enacting the housekeeping and childcare roles than do their wives. Moreover, data from Walker and Woods' study indicate that some husbands of employed women do not spend any more time in the enactment of the housekeeping and childcare roles than do the husbands of non-employed women. Studies conducted by Robinson (1977), Meissner, Humphreys and Scheu (1975) and Mackie (1983) yield similar results in their time use research. The results of the time use research imply that some employed wives assume responsibility for two full-time jobs; that is, one outside the home and one inside the home.

Time use research suggests that some employed wives spend as much time in the housekeeping and childcare roles as they would if they

were unemployed. This implication corresponds with Komarovsky's (1973) discussion on the presence of "modified traditional" marital role expectations among men. As discussed previously, Komarovsky's research points out that some men still expect their wives to carry the major responsibility for the housekeeping role.

While some research examines the enactment of marital roles by men and women, other research examines male and female attitudes regarding the enactment of marital roles. An examination of male and female attitudes regarding the enactment of marital roles can help to explain why some employed wives spend as much time in the housekeeping and childcare roles as they would if they were unemployed. It is to the question of attitudes that I now turn.

Attitudes Toward Societal Roles vs. Attitudes Toward Marital Roles

Some progress has been made on the societal level toward ideological, political and economic equality between the sexes (Rapoport and Rapoport, 1975). However, achieving equality between the sexes within marriage is another matter. Roper and LaBeff (1977) administered questionnaires to a sample of 282 university students and their parents in order to measure attitudes toward the roles of women within the family and within society. Both men and women surveyed felt favorable toward more involvement for women in societal roles and slightly less favorable toward changes in roles at the domestic level. In addition, other researchers such as Blood and Wolfe (1960), and Osmond and Martin (1975) have found that both men and women stress equality between the sexes as far as economic, legal and political roles are concerned but, in comparison, are less willing to accept

change at the domestic level. Similarily, Bernard (1974) states that it is easier for men and women to accept change at the societal level than it is at the familial or marital level.

It is clear through pertinent research cited in this literature review (Bayer, 1975; Komarovsky, 1973; Parelius, 1975) that male and female attitudes toward marital roles are indeed becoming less traditional and more egalitarian. However, it is also clear from research just cited (Roper & LaBeff, 1977) that changes in male and female attitudes toward roles on the societal level exceed the changes occurring in male and female attitudes toward marital roles on the domestic level.

Rapoport and Rapoport (1975) identify certain factors which make it easier for husbands and wives to accept change in male and female roles at the societal level as opposed to accepting change in marital roles at the domestic level. According to Rapoport and Rapoport (1975), marriage involves the deepest feelings and defenses of husbands and wives. Moreover,"marriage is deeply rooted in the personal histories of husbands and wives and is thereby least subject to regulations by agencies of the state and large organizations. It is considered most private and inviolable" (Rapoport & Rapoport, 1975, p. 423). As a consequence, changes in the attitudes of husbands and wives toward their societal roles exceed the changes occurring in their attitudes toward their marital roles simply because their marital roles are rooted in their own personal histories and thereby harder to change. Because marital roles are indeed rooted in the personal histories of husbands and wives, some husbands of employed women do not spend any

more time in the enactment of the housekeeping and childcare roles than do some husbands of non-employed women, as the time use research (Walker & Woods, 1976; Robinson, 1977; Meissner, et al., 1975) indicates.

Some husbands and wives express positive attitudes toward changing roles and egalitarian principles at the societal level, but have difficulties incorporating changing marital level and egalitarian principles into their daily lives. Research previously cited in this review (Rapoport & Rapoport, 1975) identifies certain factors which make it easier for husbands and wives to accept change in male and female roles at the societal level as opposed to accepting change in marital roles at the domestic level. Other research cites specific problems that husbands and wives experience in endeavoring to incorporate changing marital roles and egalitarian principles into their daily lives. The specific problems dealt with within the literature as far as the impact of changing marital roles on husbands and wives are concerned center on problems the individual experiences, problems within marriages and conflicts between work roles and marital roles.

Problems Within The Individual

Women are most likely to experience intrapersonal problems related to changing marital roles. After considering the marital role research, Rallings and Nye (1979) state two provisional propositions related to the intrapersonal problems some women experience as they attempt to integrate changing marital roles into their lives. First, Rallings and Nye (1979) state that integrating the multiple roles associated with the positions of wife, mother and employee positively influence

women's level of anxiety. According to Rallings and Nye (1979), anxiety is "a broad-gauged concept which denotes the feelings of inadequacy, in terms of society's expectations, over performing the multiple roles involved in being a working wife-mother" (p. 209). Second, Rallings and Nye (1979) state that integrating the multiple roles associated with the positions of wife, mother and employee positively influence women's level of guilt. Guilt results from "engaging in behavior which the woman sees as contrary to her internalized values, such as the 'neglect' of children" (Rallings & Nye, 1979, p. 209). A woman attempting to integrate the multiple roles associated with the positions of wife, mother and employee may not necessarily feel both guilt and anxiety. A woman may not necessarily feel guilty about leaving her children to enter the work force, but may still be anxious about her ability to handle her multiple roles. Guilt seems more likely to be present within the working woman when children are left in questionable substitute care situations (Rallings & Nye, 1979). Nevertheless, the anxiety and guilt sometimes associated with the enactment of multiple roles by the working wife and mother embodies role conflict or the strain which occurs within the individual when conflicting or competing marital role expectations are perceived from two or more roles enacted by that individual.

Spousal approval is one variable determining whether or not an individual experiences the guilt and anxiety associated with role conflict (Cronkite, 1977). Moreover, the extent to which a spouse is supportive of the roles the individual is enacting is another variable determining whether or not an individual will experience the

guilt and anxiety associated with role conflict. Housenecht and Mackie (1981) define "supportive" in terms of the degree to which husbands and wives share similar values and beliefs, especially those values and beliefs which center on changing marital roles. Housenecht and Mackie (1981) also define a "supportive" spouse as "one who will be willing to quit his/her job and move to advance the other's career and one who does not insist that the other spouse quit his/her job and move to advance the other's career" (p. 660). Furthermore, Housenecht and Mackie (1981) identify freedom from childbearing responsibilities as another variable determining whether or not an individual experiences the guilt and anxiety associated with role conflict in marriage. It is important to note that Housenecht's and Mackie's (1981) findings can only be generalized to professional women with high-level university degrees who remain married.

The research just cited describes the problems some individuals experience in endeavoring to incorporate changing marital roles and egalitarian principles into their daily lives. However, the development of new marital roles and egalitarian principles also affects interaction between spouses. It is to those problems experienced by husbands and wives in marriage that I now turn.

Problems Within Marriage

Haas (1980) identified 31 "role sharing" couples through strategic sampling techniques and intensively studied these couples over a 6 month period. Haas (1980) defines "role sharing" as " the sharing by husband and wife of each of the traditionally segregated family roles" (p. 290). In Haas' (1980) study couples reported problems associated

with the housekeeping role more than any other marital role. Haas (1980) groups specific problems cited by the couples involved in her study in order of frequency. First, husbands are sometimes disinclined to enact non-traditional household tasks. Second, wives sometimes express frustration relative to discrepancies between their housekeeping standards and their husband's housekeeping standards. Third, wives sometimes express a reluctance to delegate domestic duties to their husbands. Fourth, husbands, in particular, sometimes lack the skill necessary for enacting some household duties.

Berger (1979) states that assuming new roles in the area of sexuality may be threatening or frightening to some individuals which may, in turn, cause some conflict between husband and wife. Furthermore, Berger (1979) discusses the potential conflict between husbands and wives over expectations about how the childcare role should be carried out. Berger (1979) asserts that conflict over the childcare role centers on the perceived "correctness" of either husband's or wife's view on how the child (children) should be brought up.

Rapoport and Rapoport (1975) provide insight into the problem that some husbands and wives experience in their attempt to share traditionally sex-segregated marital roles. Their concept of the "identity tension line" is useful in understanding whether or not conflict between spouses will evolve as spouses enact their marital roles. The identity tension line indicates how far spouses are able to go toward incorporating some of the ongoing changes in marital roles within their marriages. The identity tension line refers to the point at which a husband and wife will express discomfort with their own and their

spouses' enactment of a particular marital role. In the extensive research carried out by Rapoport and Rapoport on dual career marriages; that is, marriages where both spouses are actively involved in a career, Rapoport and Rapoport find within each of the couples studied one or more points which represent the limit to which an individual's psychological defenses are felt to be effective. In effect, an identity tension line is the point beyond which each spouse knows it will be dangerous to push the other as far as the enactment of their marital roles is concerned. Identity tension lines serve as a warning to spouses of their own and the other spouse's sensitive areas of resistance and defense. Moreover, couple's recognition of identity tension lines is important in periods of marital role change where feelings of instability may become overwhelming to the couples involved (Rapoport & Rapoport, 1975).

Rapoport and Rapoport (1971, 1975) identify characteristic identity tension lines relative to the men and women that they have observed in their research. A characteristic identity tension line for some men relates to the amount of responsibility men feel they should assume for domestic chores and childcare as distinct from "helping out". A characteristic identity tension line for some women relates to how far women should go in pursuing career opportunities. On the basis of their research, Rapoport and Rapoport state that identity tension lines are ongoing phenomena in marriages where couples are working toward establishing a less traditional pattern of marital roles within their relationships. Moreover, identity tension lines give rise to tensions and conflicts between spouses that must continuously be recognized and managed by the couples

involved. The tension or conflict that must be continuously recognized and managed by couples is marital conflict.

The problems associated with changing marital roles are experienced on both the intrapersonal and interpersonal levels in marriage. Other problems occur that are associated with changing marital roles, specifically the conflict between marital roles and the work roles spouses are enacting outside of the family. I will now discuss those conflicts between work roles and marital roles.

Conflicts Between Work Roles and Marital Roles

A study conducted by Pleck & Staines (1980) reveals information related to one basic problem associated with egalitarian marriages; that is, the extent of which the work lives of the couples involved interfere with the marriages of the couples involved. Pleck & Staines (1980) report data from the Quality of Employment Survey conducted for the United States Department of Labor by the Survey Research Centre at the University of Michigan. More than 19% of the sample surveyed indicate that their work lives and their marital lives conflict "a lot" and more than 1/4 of the sample surveyed indicated that their work lives and their marital lives conflict "somewhat". Therefore, more than 1/3 of Plecks' & Staines' (1980) sample of respondents report moderate or severe conflict between their work roles and their marital roles.

Similarily, over 1/2 of Haas' (1980) sample of egalitarian couples report conflict between their marital roles and their work roles. Moreover, on the basis of her study, Haas (1980) delineates the specific ways in which marital roles conflict with work roles. For

some couples, conflict occurs interpersonally because housework sometimes does not get done, due to the time constraints both spouses experience by virtue of maintaining responsibility for full-time jobs. The couples in this study also indicate that they sometimes lack the energy and patience to interact with each other because of fatigue at the end of a working day. Other couples report interpersonal conflicts over the use of leisure time. According to Haas' study, being a parent increases the incidence of conflict between work roles and marital roles. For example, parents surveyed in Haas' (1980) study express some difficulty in rearranging their work schedules when their children are ill.

Summary

Time use studies indicate that the time some men spend in the enactment of certain marital roles is small in comparison to the time their wives spend in the enactment of marital roles, even if the wife is employed. Other studies point out that unwillingness or a lack of commitment to marriage is not the cause of men's relatively low level of involvement in the enactment of certain marital roles. Rather, studies emphasize that the attitudes husbands and wives hold regarding the enactment of marital roles are responsible for men's relatively low level of involvement in the enactment of certain marital roles.

Overall, male and female attitudes toward marital roles are becoming less traditional and more egalitarian. However, the change in attitude toward male and female roles at the societal level exceeds the change in attitude toward male and female roles at the domestic level because husbands and wives consider marriage to be private and

inviolable. Because husbands and wives consider marriage to be private and inviolable, some marriages are resistant to change, thereby some husbands and wives do not yet expect men to enact certain marital roles to the same extent as women .

Researchers cite particular problems that some husbands and wives experience in endeavoring to incorporate changing marital roles and egalitarian principles into their daily lives. The problems that some husbands and wives experience in attempting to incorporate changing marital roles and egalitarian principles into their daily lives center on problems within the individual, problems within the marriage and conflicts between work roles and marital roles.

Problems within the individual refer to role conflict. The anxiety and guilt sometimes associated with the enactment of multiple roles by an individual embody role conflict or the strain which occurs within the individual when conflicting or competing marital role expectations are perceived from two or more roles enacted by that individual. Problems within the marriage refer to identity tension lines that are ongoing phenomena in marriages where couples are working toward establishing a less traditional pattern of marital roles within their relationships. Identity tension lines give rise to tensions and conflicts that are recognized and managed by the couples involved. The tension or conflict recognized and managed by the couples involved is marital conflict. Moreover, couples experience conflict between their work roles and their marital roles.

Impact of Changing Marital Roles On Marriage As An Institution

Changing marital roles can be associated with changes occurring in marriage as an institution, specifically the development of the symmetrical marriage from the traditionally stratified marriage.

Stratified vs. Symmetrical Marriages

In traditional marriages, roles are assigned to husbands and wives largely on the basis of their gender. In a general sense, husbands are assigned instrumental roles and wives are assigned expressive roles in traditional marriages. Some researchers refer to the gender-based assignment of marital roles as "gender differentiation" (Collins, 1971). Gender differentiation gives rise to a layering effect referred to as "stratification", whereby men enjoy a higher status within the marriage and have more power than their wives in the marriage. Power refers to the "potential ability of the husband or wife to influence the other's behavior" (Rallings & Nye, 1979, p. 211).

As a result of changing marital roles, some researchers argue that marriage is becoming less "stratified" and more "symmetrical" (Renshaw, 1976; Young & Willmott, 1973). In a "symmetrical" marriage, each spouse assumes responsibility for both instrumental and expressive marital roles, thereby each spouse is involved in marital roles that relate to both paid work and the marriage itself (Young & Willmott, 1973). Moreover, in a symmetrical marriage, the wife's employment is not considered to be less important than the husband's employment. If

the wife's employment is not considered to be less important than the husband's employment, then each spouse holds equal status and power within the marital relationship as far as the provider role is concerned. Similarily, both husband and wife enjoy equal status and power with regard to the housework role and other marital roles in a symmetrical marriage (Renshaw, 1976; Young & Willmott, 1973).

The development of symmetrical marriages necessitates couples becoming interdependent within marriage (Berger, 1979). Weingarten (1978) describes interdependence as the capacity of couples to be not only mutually dependent on each other but also to be independent within marriage. Interdependence between spouses is an important characteristic of symmetrical marriages.

The development of symmetrical marriages from traditionally stratified marriages yields certain benefits to the husbands and wives in symmetrical marriages. Because involvement in symmetrical marriages necessitates couples becoming more interdependent, some couples feel that they are better marriage partners (Haas, 1980). Couples involved in symmetrical marriages share equal status and power; therefore, there is less conflict and resentment in symmetrical marriages originating from the husband having more power. Moreover, interdependence between couples calls for a considerable amount of discussion and some couples report that this increased communication brings about greater intimacy in their marriages (Haas, 1980). Other couples enjoy improvement in parent-child relations and greater financial security in symmetrical marriages.

Changing marital roles have brought about change in marriage as

an institution, specifically the development of the symmetrical marriage from the traditionally stratified marriage. The change in marriage as an institution as a result of changing marital roles suggests that husbands and wives have the potential to adapt to a wide range of situations in the marital context. In the past, wives, in particular, "overserviced" their husbands and children (Rallings & Nye, 1979) simply because they were expected to do so by virtue of their lower status and relatively low power within the marriage. On the other hand, within the context of symmetrical marriages, other options are open to husbands and wives. Husbands and wives are no longer bound by gender-based segregation of marital roles. Furthermore, because marriage as an institution is changing in response to changing marital roles, the institution of marriage is no longer characterized by a strata whereby men represent a dominant group and women represent a subordinate group.

Summary

The impact of changing marital roles on marriage as an institution is characterized by the development of the symmetrical marriage from the stratified marriage. In stratified marriages, men represent the dominant group and thereby enjoy a higher status and greater power within marriage than their wives who represent the subordinate group. Moreover, stratified marriages are characterized by gender-based division of marital roles. As a result of changing marital roles, marriage is becoming less stratified and more symmetrical. In a symmetrical marriage, each spouse is involved in marital roles that

involve both paid work and the marriage itself. A symmetrical marriage necessitates couples becoming more interdependent. Interdependence yields certain benefits to marriage. The overall benefit of interdependence to marriage as an institution, is that marriage is now characterized by a wider range of role options available to both spouses. Concomitant with the wider range of role options available to both spouses is the power that wives can now share with their husbands. Greater power on the part of wives is another characteristic of the institution of marriage evolving in response to changing marital roles.

Marriage Preparation Programs And Changing Marital Roles

This section of the literature review describes the development of marriage preparation programs and outlines specific studies which provide an indication of the effectiveness of marriage preparation programs. The purpose of this section of the literature review is to point out that marriage preparation programs can help couples as they become aware of the role conflict and marital conflict associated with changing marital roles.

Development of Marriage Preparation Programs

Originally, marriage preparation programs were primarily didactic or instructive. The objectives of such programs usually focused on enhancing couples' knowledge about marriage (Duvall, 1965). Couples attending such programs received factual information about the social norms and moral principles associated with marriage at the time.

Over time, marriage preparation programs became less didactic and more affective. The development of the affective emphasis meant that marriage preparation programs were structured in such a way that couples could make careful evaluations of themselves, of each other and of the impending marriage. The didactic marriage preparation programs did not facilitate such awareness within each relationship primarily because the objective of didactic programs was to simply dispense information (Duvall, 1965).

In the 1970's, many marriage preparation programs followed a premarital counselling model that was not didactic, but affective and thereby helped partners in a relationship develop an understanding of their own needs and the needs of the other person. Moreover, at this time marriage preparation programs were helping couples develop perceptions of appropriate marital roles for each partner. Couples were also learning the importance of communication skills and problem-solving skills (Guerney, 1977; Mace, 1972; Meadows & Taplin, 1970). The objectives of such programs were simply to help couples become more aware of the conflict that might occur in their future marriages and to help them learn how to prevent conflicts from developing into chronic problems.

Effectiveness of Marriage Preparation Programs

Few researchers study the effectiveness of marriage preparation programs (Bader et al., 1980). However, those that have are convinced of the potential value of well-designed marriage preparation programs in terms of helping to prevent later marital difficulties. For example, Meadows and Taplin (1970) state that premarital counselling is positively received by the couples themselves and that couples are

usually willing to alter their attitudes and behavior so as to facilitate effective interaction in marriage. Furthermore, Bader et al. (1980), in a Canadian study of the effectiveness of marriage preparation programs, find that couples taking part in a marriage preparation program are better able to constructively deal with conflict in marriage than those not participating in the program.

Most and Guerney (1983) empirically evaluate the effectiveness of a marriage preparation program using pre and post data. The results of this evaluation are positive. After the program, couples were better able to deal with hypothetical marital problems than before the program. Moreover, Most and Guerney (1983) note improvement in couples' self-assessed confidence in their ability to resolve their own future marital problems. Most and Guerney (1983) also note improvement on the basis of their pre-post data in terms of levels of empathetic responding and problem-solving on the part of the couples involved in the study.

Summary

Marriage preparation programs do have potential value in helping premarital couples prevent later marital difficulties, particularly those difficulties associated with changing marital roles. This last section of the literature review points out that marriage preparation programs can help couples develop perceptions of appropriate marital roles for each partner. In addition, marriage preparation programs can help couples both learn the importance of and practise empathetic styles of communication and problem-solving. Such empathetic styles

of communication and problem-solving enable couples to constructively deal with conflict in marriage. Moreover, this section of the literature review indicates that couples become more confident in their ability to resolve future conflict through marriage preparation. Therefore, marriage preparation programs represent an ideal medium through which to assist premarital couples as they become aware of the role conflict and marital conflict often associated with changing marital roles.

CHAPTER THREE

THE CONCEPTUAL MODEL

Introduction

The third chapter consists of the conceptual model. This chapter will include three major sections. In the first section, I will introduce a particular conceptual framework which is important within the field of marriage and the family and I will justify the appropiateness of this framework to my study. In the second section, I will describe specific concepts contained within the symbolic interaction framework. In the third and final section, I will synthesize the concepts which were described in the second section into a conceptual model relevant to this thesis, thereby providing my overall view of the area of inquiry.

Introduction to Symbolic Interactionism

Hill and Hansen (1960) identify five conceptual frameworks as basic to the study of marriage and the family. These researchers describe a conceptual framework as a collection of inter-related concepts generally applicable to a specific area of inquiry relevant to the study of marriage and the family. One of the five conceptual frameworks which is relevant to the research at hand is referred to as the symbolic interaction framework.

The symbolic interaction framework maintains that individuals are born into a society which contains particular values, meanings and expectations for those individuals (Stryker, 1964). The symbolic interaction framework is concerned with the ways in which individuals

become "socialized" or rather the process by which individuals acquire the characteristic ways of behaving in accordance with the values, meanings and expectations inherent in society (Stryker, 1964). The framework assumes that individuals learn these characteristic ways of behaving through interaction. Interaction is the basic unit of observation in the symbolic interaction framework (Schvanevldt, 1966; Stryker, 1959). Moreover, symbolic interaction theorists assume that this interaction takes place in a cultural medium, which in turn, is the product of past interaction among individuals in society. Therefore, this framework focuses on social interaction as a source of socialization and personality development (Schvaneveldt, 1966; Stryker, 1959, 1964, 1972).

If the formation of personality and socialization occur in social interaction, it follows logically that patterns of marital life also evolve through social interaction. Indeed, the symbolic interaction framework focuses on patterns of marital living that result from the interchanges that go on between husband and wife (Schvaneveldt, 1966). Moreover, Schvaneveldt (1966) quotes Mowrer and Mowrer (1957) who define the "unique unit" of study in the symbolic interaction framework as "the dynamic relationship between husband and wife" (p. 98). In particular, the relationship between husband and wife is not considered to be a static entity but rather a dynamic entity whereby the actions of husband and wife constantly change as they live in day-to-day interaction (Schvaneveldt, 1966; Stryker, 1964).

The dynamic qualities of socialization, personality development and patterns of marital living are major foci of the symbolic inter-

action framework (Schvaneveldt, 1966). The review of the literature indicates that patterns of interaction between husband and wife are becoming increasingly dynamic in response to the changing functions of marriage in society. At present, there is greater flexibility between spouses than there has been in the past in the enactment of their marital roles. Gender based enactment of marital roles is no longer viable in many marriages. In addition, new marital roles are emerging for husbands and wives. The decline of gender based enactment of marital roles and the emergence of new marital roles point to dynamic patterns of interaction between spouses. Therefore, the use of the symbolic interaction framework in my thesis seems particularly apt, given that the symbolic interaction framework considers the relationship between husband and wife to be a dynamic entity rather than a static entity.

Furthermore, my thesis is concerned with the role conflict and marital conflict that some spouses experience as a result of changing marital roles. The symbolic interaction framework maintains that through effective interaction husbands and wives can cope with conflict that can result from changing cultural values, meanings and expectations (Schvaneveldt, 1966). Marriage preparation programs are useful in helping spouses cope with role conflict and marital conflict. Therefore, by building a conceptual model based on the assumptions of symbolic interactionism, the impact of marriage preparation programs on intrapersonal and interpersonal adaptations to changing marital roles can be discussed.

Summary

The symbolic interaction framework is appropriate to my study because it considers the relationship between husband and wife to be a dynamic entity rather than a static entity. Moreover, the symbolic interaction framework is appropriate because it maintains that through effective interaction, husbands and wives can cope with the conflict that can result from changes within a culture.

Symbolic Interaction Concepts And Their Application

The symbolic interaction framework contains several concepts which can serve to further an understanding of the relationship between role conflict, marital conflict and the value of marriage preparation programs in helping to prevent that role conflict and marital conflict. In this section, I will describe concepts of the symbolic interaction framework which pertain to this inquiry.

Concepts

Stimulus, Act and Social Act

"Stimulus" may be viewed as "any action or agent which causes or changes an activity in an individual" (Schvaneveldt, 1966, p. 105). The concept "act" refers to behavior by an individual which results from a stimulus and which requires for its completion "some adjustment to appropriate objects in the external world" (Stryker, 1964, p. 136). A "social act" is an act in which "the appropriate objects are other individuals" (Stryker, 1964, p. 136). Every social act involves at least two individuals, each of whom considers the other in the process of dealing with stimuli from the external world (Stryker, 1964).

Husbands and wives are involved in social acts in that they consider each other in the course of dealing with stimuli in their day-to-day interaction.

Gestures and Significant Symbols

Social acts evolve over time and so make possible the appearance of "gestures" in relationships. Gestures are social acts which occur over time (Stryker, 1964). A gesture is actually a predictor of behavior in that it can comprise "any part of a social act which comes to be an indication of those parts of the social act yet to occur" (Stryker, 1964, p. 136). In terms of roles in a marital relationship, a gesture might be a pattern which has developed within the relationship and which is understood by one spouse to be predictive of how that role will be carried out and is consistent over time. On the other hand, a "significant symbol" is a gesture which implies the same set of subsequent behaviors to both the spouse who initiates the gesture and the spouse who perceives the gesture (Stryker, 1964). In this case, the way in which a particular role is carried out in a marriage relationship is agreed upon by both spouses in the relationship. Therefore, significant symbols can be thought of as common or shared meanings and values (Schvaneveldt, 1966).

Categories, Positions and Interaction

"Categories" are significant symbols that serve to group or classify behavior toward given objects (Stryker, 1964). Categories have meaning to individuals in a relationship, are cues to their behavior and organize their behavior. A "position" is "any general category serving to classify persons" (Stryker, 1964, p. 137). Positions relevant to marriage include those of husband, wife, mother

and father (Nye, 1974).

It is impossible to speak of a position without reference to at least one other position, that is, there is no mother or father without a child. Indeed, "every position assumes some counterposition" (Stryker, 1964, p. 137). Stryker states: "to use this language is necessarily to invoke an interpersonal relationship" (Stryker, 1972, p. 22). "Interaction" refers to the processes taking place between individuals classified into particular position(s) and who are involved in interpersonal relationships (Schvaneveldt, 1966). Through interaction in marriage, the behavior of one spouse will modify the behavior of the other spouse.

Roles

"Roles" are associated with the positional designations of individuals (Stryker, 1972). An individual who occupies the position of "husband" carries out many roles by virtue of holding that position. He may be involved in roles that involve his wife, his job, his children or his community.

According to the symbolic interaction framework, when a person assumes a particular position, such as that of "husband", that position carries with it the cultural patterns associated with that position. These cultural patterns include the attitudes and values ascribed by the culture of any and all persons occupying that position.

Because the attitudes and values associated with positions such as "husband" or "wife" are cultural, certain expectations have evolved with regard to associated roles. Therefore, each role is composed of a homogeneous set of behaviors normatively expected of individuals occupying given positions (Nye, 1974).

Consequently, there are two basic elements of the role phenomenon as conceptualized by the symbolic interaction framework. First, a role consists of a set of expectations symbolically evident within the culture. Second, roles consist of typical behavior of individuals occupying certain positions. When individuals engage in this typical behavior, this role enactment either confirms the validity of cultural expectations surrounding roles or the expectations change and new roles emerge.

Norms

A "norm" is a belief or expectation that individuals ought or ought not to behave in certain ways (Nye, 1974). Integrated sets of norms become distinguishable within the culture from other sets of norms associated with other roles. For example, cultural norms exist insofar as the childcare role is concerned. Society believes that mothers and fathers should be responsible for the physical and emotional well-being of their children. Norms associated with the provider role dictate that husbands and/or wives should provide for the economic well-being of the family.

Sanctions

Roles carry penalties to encourage appropriate performance. These penalties are referred to as "sanctions". Sanctions exist for roles that the culture regards as sufficiently important and where conformity to the roles is considered to be possible for most position occupants (Nye, 1974). Conformity to the norms associated with a role can be enforced either by the culture as a whole or by a relevant segment of it, such as a husband or wife whose role expectations have not been met.

Definitions of The Situation and The Self

A "situation" is a "set of values and attitudes with which an individual or the group has to deal in a process of activity" (Schvaneveldt, 1966, p. 104), such as marriage. "Defining" the situation is a social act whereby an individual interprets stimuli, or the values and attitudes that comprise the situation (Schvaneveldt, 1966). Through "defining the situation", the individual "perceives, makes judgements, and initiates action based upon his/her definition of the stimuli in the setting" (Schvaneveldt, 1966, p. 104).

Individuals define themselves and other individuals in the same way that they define situations . An individual responds to himself by perceiving, making judgements and thereby classifying himself. "To engage in this kind of behavior is to have a 'self" (Stryker, 1964, p. 138). Stryker (1964) further describes the self by stating:

> The individual defines himself in terms of socially recognized categories and their corresponding roles. Since these roles necessarily imply relationships with others, the self necessarily implies such relationships. One's self is the way one describes to himself his relationship with others in a social process. (p. 138)

For example, the statement, "I am his wife" serves to classify an individual, to describe a relationship and to define the self.

Role-Taking, Reference Groups and Role-Playing

Individuals define themselves and they define other individuals. In marriage, defining the spouse involves selective perception of the actions of the spouse and imagining how one is perceived from the spouse's point of view (Schvaneveldt, 1966). This selective perception

is referred to in the symbolic interaction framework as "role-taking". Role-taking is the "anticipation of the responses of others involved with one in a social act" (Schvaneveldt, 1966).

The process of anticipation may occur with reference to some other group, that is, a "reference group". Schvaneveldt (1966) quotes Shibutani (1961) who refers to a reference group as "that group, real or imaginary, whose standpoint is being used as the frame of reference by the actor" (p. 257). Through a reference group, the individual is able to see his/her own behavior in the context of an already defined system of inter-related roles in the process of role-taking.

Role-taking involves the perception of the anticipated responses of others with whom one is involved in a social act. Therefore, "taking the role of the other" (Stryker, 1964) or role-taking is an empathetic response. "Role-playing" transforms these empathetic perceptions into action. Role-playing involves taking "the responses of another and organizing them into a pattern of behavior" (Schvaneveldt, 1966, p. 106). The organization of the perceived responses is carried out in accordance with particular norms.

Significant Others

In the process of interaction, an individual may come in contact with other individuals who may hold varying and even incompatible norms regarding the individual's behavior. Through role-playing, the individual must order these others in terms of the priority to be accorded their particular norms or expectations. Those others who rank high on a continuum of importance are referred to as "significant others" (Stryker, 1964). In marriage, it can be presumed

that the significant other is the spouse. However, in some cases, the family of origin or other reference groups may be more significant than the spouse. If the family of origin or some other reference group ranks higher in importance than the spouse, conflict might result.

Summary

The symbolic interaction framework contains several concepts which can serve to further an understanding of the relationship between role conflict, marital conflict and the value of marriage preparation programs in helping to prevent that role conflict and marital conflict. This section described various concepts contained within the symbolic interaction framework.

The Conceptual Model

The third and final section of this chapter will synthesize the symbolic interaction concepts which were described in the second section into a general conceptual model relevant to my thesis, thereby providing my overall view of the area of inquiry. My overall view of the area of inquiry will help to state and explain the expected relationship between marriage preparation programs and intrapersonal and interpersonal adaptations to changing marital roles.

When a man and a woman are entering marriage, they are, in effect, entering an ongoing social situation. The social situation consists of persons interacting in a cultural medium, and the situation is distinguished by particular values, attitudes and norms.

Each individual adapts to the social situation by "defining" it. Through "defining the situation", the individual interprets the stimuli or the values, attitudes and norms inherent in the situation. Defining the situation involves the assignment of certain positions to the significant other such as wife or mother. Moreover, defining the situation includes the recognition of the norms associated with the behavior that evolves from positions and an assessment of self or rather, the assignment of positions to oneself. The significant other defines the situation simultaneously and the interaction between self and significant other that follows as a consequence is the result of such defining activity. Through interaction with each other, the self and the significant other test their definitions of the situation against the reality of day-to-day living, and if necessary, reformulate their definitions on the basis of this experience.

The review of the literature indicates through longitudinal, cross-generational and demographic research that men and women are in the process of reformulating their definitions of the values, attitudes and norms associated with marriage. The longitudinal, cross-generational and demographic research points out a shift in attitude from a traditional perspective of marital roles to an egalitarian perspective. The shift from the traditional perspective of marital roles to the egalitarian perspective means that there is now greater flexibility between husbands and wives as to the enactment of their marital roles. Furthermore, new marital roles are emerging as a result of the undermining of attitudes that have rationalized the traditional marital role arrangement in the past.

Greater flexibility in marital role enactment and the emergence of new marital roles means that individuals now have more role choices to make as they enter the ongoing social situation of marriage. Roles develop simultaneously with the self and on the basis of their definition of the situation, the individual will choose from among the various roles included in the self, the one(s) which seem the most appropriate. The appropriateness of the choice is determined by previously learned connections between particular situations and the corresponding roles and by the cues the individual receives from the significant other through interaction in the interpersonal relationship.

There are three possible effects that the individual may experience in the process of making the most appropriate choice from among various roles. First, the situation may call for the enactment of a particular role which the individual already has in his/her repertoire. If the enactment of this role meets the expectations of the individual and the significant other, then harmony exists in the interpersonal relationship.

Second, the situation may call for the enactment of a particular role for which the individual has not formed a definition. In this period of rapid marital role change, many husbands and wives have not formulated definitions for particular marital roles which the significant other expects them to enact. As the review of the literature points out, "identity tension lines" are a consequence of the difficulties some husbands and wives experience in attempting to incorporate undefined marital roles within their relationships. Identity tension lines indicate how far spouses are able to go toward incorporating some of the ongoing changes in marital roles within

their marriages. Identity tension lines give rise to tensions and conflicts that are recognized and managed by the couples involved. The tension or conflict recognized and managed by the couples involved is marital conflict. Marital conflict results from marital roles which have not been defined in the context of the interaction which occurs between spouses in marriage.

The third possible effect that the individual may experience in the process of making the most appropriate choice from among various roles results from the likelihood that, in this period of rapid marital role change, the individual may have many marital roles to choose from. As the literature review indicates, there is now greater flexibility in marriage then there has been in the past as to the range of marital roles that a husband and wife may enact. A husband may enact expressive marital roles in addition to the instrumental marital roles he traditionally enacted, and likewise a woman now has the option to enact instrumental marital roles in addition to expressive marital roles.

Such flexibility in terms of enactment of marital roles may result in role conflict. The presence of role conflict intrapersonally is the third possible effect the individual may experience in the process of making the most appropriate choice from among various roles. Role conflict may occur if the individual finds himself in interaction with multiple others in the process of enacting a wide variety of marital roles and when the associated norms call forth "definitions" which are incompatible with each other.

Husbands and wives experience pressure from certain socializing agents that contribute to both role conflict and marital conflict. For example, the chameleon syndrome which is identified within some

women is a reflection of the pressure some women receive from parents, peers and other socializing agents to maintain a traditional pattern of marital role expectations. Similarly, some men experience pressure from particular reference groups to maintain or assert a traditional pattern of marital role expectations as opposed to an egalitarian pattern.

The difficulties that some husbands and wives experience in attempting to incorporate egalitarian marital roles into their relationships can be explained in symbolic interaction terms. Individuals learn the meanings associated with particular gestures through their interaction with significant others and other reference groups within the culture. The meanings associated with cultural gestures involve norms. As the individual assumes particular positions and enacts the appropriate roles, significant others and reference groups within the culture will either approve or disapprove of the role enactment. Their approval or disapproval is based on the norms associated with the roles.

Difficulty arises for the individual when he/she receives approval from some significant others or reference groups within the culture and disapproval from others. Therefore, the critical factor that determines whether or not husbands and wives will experience role conflict and/or marital conflict is the degree of congruence of definitions of interacting persons in a culture and the degree of congruence between husbands' and wives' definitions. If congruence exists between interacting persons, then the meanings attached to particular gestures will be widely shared by those persons. On the other hand, if congruence does not exist, then the meanings attached

to particular gestures will not be widely shared and role conflict and/or marital conflict may result.

Role conflict may arise from internal contradictions such as conflicts between the real self and the presented self. An example of a conflict between the real self and the presented self is the chameleon syndrome as described in the review of the literature. Role conflict may also arise from inconsistencies between the normative expectations associated with particular marital roles. Marital conflict may arise from different definitions of the situation between spouses. Even if spouses possess similar definitions of the situation, marital conflict may result from disagreement between spouses as to perceived suitability of the role enactment associated with particular positions.

Effective marriage preparation programs can assist couples in working out suitable patterns of interaction that will help alleviate role conflict and marital conflict. Defining the situations involved in marriage and learning about marital roles does not begin at the time an individual begins to occupy a particular position involved in marriage. Rather, most individuals experience a process of anticipatory socialization leading up to marriage. Marriage preparation programs assist couples in the process of anticipatory socialization leading up to marriage. Through the anticipatory socialization inherent in marriage preparation programs, couples prepare themselves to enact the marital roles associated with the particular positions they will eventually occupy in marriage.

Anticipatory socialization occurs in three different ways (Heiss, 1968). First, anticipatory socialization can occur through

direct instruction in the enactment of marital roles. Second, anticipatory socialization can occur through the casual observation of the occupants of the positions associated with marriage. Finally, anticipatory socialization can occur through role-taking, or the perception of the anticipated responses of others with whom one is involved in a social act. The ability of an individual to "take" a particular role is largely determined by the extent of that individual's experience with it. I maintain that marriage preparation programs can successfully act as socializing agents for individuals before marriage by enhancing their awareness of the attitudes they hold toward their future marital roles. Moreover, I maintain that marriage preparation programs can successfully employ the concept of role-taking in an effort to help couples work out suitable patterns of interaction that will help alleviate role conflict and marital conflict.

Summary

Men and women are in the process of reformulating their definitions of the norms and roles associated with marriage. Individuals will choose particular marital roles on the basis of previously learned connections between particular situations and by the cues the individual receives from the significant other through interaction in the interpersonal relationship. The choices men and women make may result in role conflict or marital conflict. The critical factor that will determine whether or not husbands and wives will experience role conflict and/or marital conflict is the degree of congruence of definitions of interacting persons in a culture and the degree of

congruence between husbands' and wives' definitions. Effective marriage preparation programs can assist couples in dealing with societal, intrapersonal and interpersonal incongruencies through the process of role-taking, thereby helping to alleviate role conflict and marital conflict.

CHAPTER FOUR

THE METHODOLOGY

Introduction

The methodology chapter will consist of three main sections. The first section will provide the background material necessary for a complete understanding of the methodological focus of my thesis. A brief description of the historical development of the preparation for marriage courses offered by the Pastoral Institute is an important component of the background material. I will provide this description and in addition, I will discuss the research policy of the Pastoral Institute. A general description of evaluation and the methodological characteristics of the formative evaluation I conducted at the Pastoral Institute will follow the description of the historical development and the research policy of the Institute.

The second section of the methodology chapter will outline the research design of my study. A discussion of ethical issues will be an important part of the description of the research design.

The third section of the methodology chapter will present the "criteria for analysis" that I developed in order to analyze the data collected using the Role Expectations Questionnaire and to compare that data with the data collected using the Premarital Biographical Questionnaire. Moreover, the limitations of my study will be discussed in this section.

Background

The Development of the Preparation for Marriage Courses Offered by the Pastoral Institute of Edmonton

The Pastoral Institute of Edmonton is extensively involved in pastoral counseling both at the individual level and at the group level in the form of their preparation for marriage courses. The Pastoral Institute originally offered a premarriage course that consisted of weekly meetings for six weeks. Over time, the administration at the Institute found the "once a week" format very costly to operate. Moreover, the administration at the Institute concluded that the "once a week" format did not promote interaction between partners or between the couples and the counselors. In response to the limitations of the "once a week" format, the Institute developed a "weekend" premarriage course. The weekend premarriage course was first offered by the Institute in 1976. At present, the weekend premarriage courses are offered approximately twelve times a year at the Institute. The counselors at the Institute find that the weekend format offers a level of intensity to the program that effectively promotes couple responsiveness, thereby bringing out interaction issues within the relationship.

One month prior to each premarriage weekend, the Institute sends out a package of questionnaires to be filled out and returned two weeks before the weekend. The Institute refers to the package as "homework" and the package contains the Premarital Biographical Questionnaire (refer to Appendix A) and the Firo-B Personality Inventory. The Institute includes the homework component in the

program so as to fulfill particular objectives. The Institute includes the questionnaire so as to help couples look at themselves and the relationship openly and carefully. Moreover, the questionnaires help the counselors become familiar with the couples before the program. The Institute requests that the couples return the questionnaires two weeks before the premarriage weekend so that the counselors can attempt to spot incipient or fully developed personality and/or relationship problems and subsequently respond to those problems during the premarriage weekend.

The Research Policy of the Pastoral Institute of Edmonton

The Pastoral Institute retains all the program participants' biographical data on file at the Institute. The biographical data are kept in safekeeping at the Institute in order to ensure confidentiality of response and also to provide the data necessary to carry out research. Indeed, one of the stated objectives of the Pastoral Institute is "to carry out research in the field of pastoral care and counselling" (Carr, 1977). The Institute maintains that research is necessary in order to evaluate the effectiveness of their programs. Therefore, the Institute accepts one research proposal per year so as to provide persons outside the staff the opportunity to conduct research using the data on file at the Institute. During my studies at the University of Alberta, I was informed by a faculty member of the research policy (refer to Appendix B) of the Pastoral Institute. Given my interests in marriage preparation programs, marital role expectations and in program planning and evaluation, I decided to approach the Institute with a tentative research proposal in mind. Over time, my thesis

committee and I developed a research proposal that was accepted by the Executive Director of the Pastoral Institute in February of 1982.

Evaluation

Researchers who conduct evaluation studies typically describe evaluation in two different ways. First, some researchers describe evaluation in a clinical sense. From the clinical view, evaluation consists of assessments of whether or not certain activities, or treatments contained within a program are in conformity with the stated objectives of that program (Rossi, Freeman & Wright, 1979). The assessments of conformity between the activities or treatments contained within a program and the stated objectives of the program may be based on various factors. The assessments may be based on either the opinions of the practitioners planning and/or implementing the program, on records or written documents associated with the organization under study, or on subjective or objective data collected during the evaluation study. Regardless of the way in which the evaluation study is carried out, the primary function of most evaluation studies is to aid in the planning, development and operation of a program (Rossi, Freeman & Wright, 1979).

It is not uncommon for an evaluator to make subjective or impressionistic judgements about a program under study (Rossi, Freeman & Wright, 1979). Therefore, the second way that evaluation is commonly described is as a judgement of the value or worth of a particular program or program element (Suchman, 1967). A "program element" refers to "identifiable and discrete" aspects or components of a program (Rossi, Freeman & Wright, 1979, p. 122). Judgements of the

value or worth of a program or program element involve the personal values of those who are planning and/or implementing the program and the personal values of those who are conducting the evaluation.

While the practise of forming subjective judgements about a program and then using these judgements as the basis for the evaluation of the program may defy the principles of rigorous scientific research, some researchers claim that not only does subjectivity occur in evaluation studies, but that incorporating subjective judgements into research designs is a practical approach for certain program evaluations (Edwards, Guttentag & Snapper, 1975; Guttentag, 1973; Suchman, 1967).

Subjective evaluations are useful in programs that are highly personalized and involve more than one program leader or counselor (Guttentag, 1973). Elements within such highly personalized programs, such as marriage preparation programs, cannot be as easily controlled as in a scientific or experimental setting; therefore, research designs that incorporate subjective methods are necessary for some program evaluations.

The description of evaluation to be utilized in my thesis incorporates the clinical view of some researchers and it incorporates the emphasis on subjectivity. In my thesis, evaluation is considered to be a process which consists of "the determination of the results attained by some activity which is designed to accomplish some valued goal or objective" (Suchman, 1967, p. 32). The purpose behind such an evaluation is to aid in the future planning, development and operation of a program (Suchman, 1967). Evaluation research that is

undertaken during program planning and operation of the program so as to help the administrators and program planners find potential for improvement is referred to as "formative" evaluation (Scriven, 1967). As discussed in Chapter One, my study is a formative evaluation of the role expectations aspect of the marriage preparation program offered by the Pastoral Institute of Edmonton and my thesis concerns that formative evaluation. A discussion of the methodological characteristics of the formative evaluation I conducted at the Pastoral Institute of Edmonton will enable the reader to understand the methodological focus of my thesis. This discussion follows.

Methodological Characteristics of the Formative Evaluation Conducted at the Pastoral Institute of Edmonton

According to Rutman (1977), researchers conduct formative evaluations in order to identify concerns which can provide a detailed and complete understanding of a program. A detailed and complete understanding of a program is achieved by utilizing two formative evaluation research methods.

The first method involves the identification of program elements which appear to influence the program's operation and which appear to influence the effects of the program on the program participants (Rutman, 1977). A formative evaluator identifies the program elements which appear to influence the program's operation and the effect of the program on participants through "soft" approaches to data collection, such as unstructured interviews (Rutman, 1977). Through an unstructured interview with the Executive Director of the Pastoral Institute, I identified the role expectations component of the Pre-

marital Biographical Questionnaire as one program element which appears to influence the program's operation and the effects of the program on the program participants.

Counselors at the Pastoral Institute use the Premarital Biographical Questionnaire in order to collect information regarding their marriage preparation program participants. The purpose behind the role expectations component of the Premarital Biographical Questionnaire is to clearly identify the role expectations of couples participating in the marriage preparation program.

The second formative evaluation research method which advances a complete understanding of a program involves allowing those who plan and/or implement a program to try alternative methods of implementing the program and then analyzing and comparing the effects of each alternative (Rutman, 1977). The analysis and comparison of the effects of each alternative do not necessarily follow a strictly controlled experimental research design as the results of a formative evaluation study are recognized as being "equivocal and suggestive, rather than definitive" (Rutman, 1977, p. 70).

During the winter of 1982, I developed the Role Expectations Questionnaire (refer to Appendix C). I administered the questionnaire to a particular group of premarital couples participating in the program offered by the Pastoral Institute in the spring of 1982. I administered the Role Expectations Questionnaire to the participants in addition to the role expectations component of the Premarital Biographical Questionnaire (Refer to Appendix B). The effects of each

alternative were observed in accordance with specific criteria for analysis. A discussion of the criteria for analysis will follow later in this chapter.

Summary

The Pastoral Institute of Edmonton provides the opportunity for persons outside the Institute to carry out research using the biographical data on file at the Institute. The administrators of the Pastoral Institute stress the importance of research because they believe research is necessary in order to evaluate the effectiveness of their marriage preparation program or program elements. Accordingly, I carried out a formative evaluation at the Institute in order to help the administrators of the Institute improve one aspect of their marriage preparation program. One element of the marriage preparation program that influenced the program's operation and the effects of the program on the participants was the role expectations component of the Premarital Biographical Questionnaire. I developed an alternative method of implementing the role expectations component in the form of the Role Expectations Questionnaire. The identification of program elements that influence the program's operation and the development of alternative methods of implementation are formative evaluation research methods.

The Research Design

It is necessary to outline the steps involved in the research design of my study. The steps of the research design are adapted from Morris & Fitz-Gibbon (1976) in their description of the role of a formative evaluator. The steps of the research design include interviews with key informants, determination of goals and objectives, the design of the Role Expectations Questionnaire and the implementation of the Role Expectations Questionnaire within the marriage preparation program offered by the Pastoral Institute of Edmonton.

Interviews with Key Informants

Interviewing key informants is a simple, inexpensive and informal survey technique that involves "identifying, selecting and questioning knowledgeable leaders and experts in order to construct estimates of target problems" (Rossi, Freeman & Wright, 1979, p. 101). The technique of interviewing key informants enables the formative evaluator to determine the specific needs of the participants involved in a particular program and other characteristics of the participants involved in a program.

A major disadvantage in using the key informant technique is the existence of built in biases on the part of the individuals conducting the interview and on the part of those who are interviewed (Rossi, Freeman & Wright, 1979). To safequard against bias, specific and concrete information must be elicited from the key informants. Indeed, the key informant technique works better, "the more specific and concrete the information asked from leaders and experts" (Rossi, Freeman

& Wright, 1979, p. 101).

During the months of February and March, 1982, I conducted interviews with key informants at the Pastoral Institute of Edmonton. The key informants were the three counselors at the Institute who developed the marriage preparation program and who implemented the program over the years. The purpose behind the interviews with key informants was to collect data on the goals and objectives of the Pastoral Institute of Edmonton related to marriage preparation programs in general and related to the existent emphasis on roles in the program. The interviews with key informants were conducted informally, but I followed a set of specific questions for discussion in an attempt to minimize bias (refer to Appendix D). The answers to these questions will be discussed in Chapter Five.

Determination of Goals and Objectives

The second step of the research design involved the consolidation of the information gathered during the interviews with key informants with regard to the goals and objectives of the Pastoral Institute of Edmonton relative to marriage preparation programs in general and relative to the role expectations component of the program. On the basis of the interviews with key informants, I determined if the key informants perceived a discrepancy between the recognized need of couples to identify their marital role expectations before marriage and what actually existed at the Institute to identify those role expectations in the couple; that is, the role expectations component of the Premarital Biographical Questionnaire.

Design of the Role Expectations Questionnaire

The third step of the research design consisted of the development of a new role expectations questionnaire based on the interviews with the key informants and based on what I know about marital roles in contemporary relationships. I designed the Role Expectations Questionnaire in an effort to enable the counselors at the Institute to clearly identify the marital role expectations of those couples who participate in the marriage preparation programs offered at the Institute. Furthermore, the Role Expectations Questionnaire was designed so as to give the counselors at the Institute an indication of new roles that are emerging.

Some researchers (Oppenheim, 1966; Warwick & Lininger, 1975) discuss specific objectives of questionnaire design. The first objective of questionnaire design is to "obtain complete and accurate information that is relevant to the purpose of the study" (Warwick & Lininger, 1975, p. 140). The Role Expectations Questionnaire was designed in accordance with the goals and objectives of the Pastoral Institute of Edmonton and with what I know about marital roles in contemporary relationships. Therefore, the questionnaire was designed so as to be relevant to the purpose of my study.

The second objective of questionnaire design is "to maintain the cooperation and good-will of the respondents" (Warwick & Lininger, 1975, p. 140). I attempted to maintain the cooperation and good-will of the respondents when I mailed the Role Expectations Questionnaire to the group of couples participating in the marriage preparation program offered at the Pastoral Institute in May of 1982. I mailed

the Role Expectations Questionnaire to the participants in combination with the Premarital Biographical Questionnaire and the Firo-B Personality Inventory. I included a covering letter (refer to Appendix E) with this material so as to explain the presence of the additional Role Expectations Questionnaire. I included the covering letter in an attempt to minimize potential obtrusive effects of the extra instrument on the couples involved in the program.

The third objective of questionnaire design is "to demonstrate respect for the dignity and privacy of each respondent" (Warwick & Lininger, 1972, p. 140). A respect for the dignity and privacy of each respondent raises ethical issues. Some evaluators "skirt the fundamental ethical problems associated with their own work" (Sjoberg, 1975, p. 29). One ethical problem associated with my evaluation research concerned the intimate nature of relationships. Because relationships are intimate and thereby meaningful to the couples involved, the self exposure induced by a questionnaire might threaten that intimate and meaningful relationship. Other risks might include discomfort, anxiety, reduced self-esteem and the possible revelation of "secrets" (Larossa, Bennett & Gelles, 1981). One way of coping with this ethical dilemma is to inform couples about what their participation in the evaluation study entails. Besides serving to maintain the cooperation and good-will of participants in my evaluation study, the covering letter also served to inform couples about what their participation in my evaluation study entailed.

Another ethical problem associated with my evaluation research concerns the private nature of relationships. The Pastoral Institute

of Edmonton respects the right of couples to keep details of their relationship private. Accordingly, the names and addresses of respondents were removed on each Premarital Biographical Questionnaire before they were sent to me for analysis.

The Role Expectations Questionnaire deals with six marital roles, specifically the provider, housekeeper, childcare, therapeutic, recreational and sexual marital roles. The Role Expectations Questionnaire refers to roles in a normative sense; that is, what "should" or "should not" be expected. Nye (1974) states that "not only the existence of a norm but also evidence of the existence of sanctions to enforce the norms is necessary in determining the presence of a role" (p. 239). Accordingly, the questionnaire consists of two sections. The first section contains content questions which test for the existence of norms about marital roles or "shoulds". The content questions provide general information about participants' marital role expectations. The second section provides information that is specific to the participating couples' relationships. The second section of the Role Expectations Questionnaire deals with the sanctions to enforce the norms and it indicates how the couples think they will organize their own role interaction and what they might do if they experience conflict in the enactment of their marital roles.

The Role Expectations Questionnaire utilizes both fixed-alternative and open-ended questions. The fixed-alternative format is used for the content questions. The response categories for the content questions on the Role Expectations Questionnaire are identical to the response categories developed and used by Nye (1974) in his study of emerging

and declining family roles. I chose Nye's response categories for the fixed-alternative questions because they indicate couples' normative preferences about marital roles. Couples' normative preferences about marital roles are accurate predictors of the performance of roles because norms become stabilized over time (Nye, 1974). As Nye (1974) asserts, "... it is sufficient to contend that if a norm exists that presumably a pattern of behavior corresponds to that norm" (p. 239). Therefore, the use of response categories on the fixed-alternative questions that refer to roles in a normative sense seems appropriate for my study.

"Scenarios" or descriptions of hypothetical situations depicting couples' marital role interaction comprise the second section of the Role Expectations Questionnaire. There are five scenarios on the questionnaire and each scenario deals with a particular marital role. The open-ended questions asked in relation to each scenario allow for a more individual response than the fixed-alternative questions. I chose the scenario method as a data collection device for a specific reason. Individuals and couples involved in marriage preparation programs can benefit from testing various "combinations of husband/wife marital role expectations in situational contexts (Kieren & Badir, 1976, p. 251). "Scenarios" provide such situational contexts.

Implementing the Role Expectations Questionnaire

The fourth step of the research design involved the implementation of the Role Expectations Questionnaire in a preparation for marriage course at the Pastoral Institute of Edmonton. The Role Expectations Questionnaire was mailed to couples participating in a marraige

preparation weekend offered by the Institute in May of 1982. Shortly after the "weekend", the Role Expectations Questionnaires were matched with photocopies of the Premarital Biographical Questionnaires and sent to me for analysis.

Summary

The first step of the research design of my study involved interviewing key informants at the Pastoral Institute of Edmonton in order to determine the characteristics of participants involved in their preparation for marriage courses. The second step of the research design of my study determined the goals and objectives of the Pastoral Institute of Edmonton relative to marriage preparation programs in general and relative to the role expectations component of their program. The third step of the research design consisted of the development of a new role expectations questionnaire based on the interviews with key informants and based on what I know about marital roles in contemporary relationships. The fourth step of the research design involved the implementation of the new Role Expectations Questionnaire. In implementing the Role Expectations Questionnaire, I recognized and accounted for the ethical problems often associated with research on intimate relationships.

Criteria for Analysis of the Role Expectations Questionnaire

Two general categories of considerations are used as criteria for analysis for both the fixed-alternative and the open-ended questions on the Role Expectations Questionnaire. One category consists of the objectives of the Pastoral Institute of Edmonton as indicated by interviews with key informants at the Institute. A detailed examination of the information obtained through interviews with key informants will follow in Chapter Five. The second category consists of what I know about marital roles in contemporary relationships. An examination of the criteria for analysis based on the two categories of considerations follow. Furthermore, this section contains a discussion of the limitations of my study.

Criteria as Determined by the Objectives of the Pastoral Institute of Edmonton

Wording of Questions

It is evident that a question is worded clearly if most or all of the questions on the Role Expectations Questionnaire are answered in a comprehensive manner and if respondents did not change the wording of a certain question(s) by crossing out words or adding words. Moreover, clarity is evident in the wording of questions if respondents do not indicate that they had difficulty in answering a particular question(s). The clear wording of questions is necessary in order to ensure ease of interpretation on the part of the respondents.

Individual Responses

A testimony of individual role expectations is important in light of the main objective of the Pastoral Institute; that is, to maximize individual potential through mutual need satisfaction in the relationship. The Role Expectations Questionnaire is adequate in it's attempt to promote individual expression of marital role expectations if the male and female in the same couple do not answer the open-ended questions identically or "word for word".

Communication

The Pastoral Institute stresses the learning of communication skills as an important objective. If the questionnaire is adequate, responses should indicate whether or not couples are learning the importance of communication. Evidence of the presence of communication skills is noted within each relationship if individuals respond to most or all of the open-ended questions by interpreting the concerns of the opposite-sex character in the scenarios in addition to interpreting the concerns of the same-sex character in the scenarios.

Comparison with Premarital Biographical Questionnaire

The Pastoral Institute attempts to identify any discrepancies in role expectations between partners in a relationship. The role expectations component of the Premarital Biographical Questionnaire is used at the Institute in an effort to identify the discrepancies in role expectations between partners in a relationship. However, during interviews at the Institute, I determined that the counselors were questioning the suitability of the Premarital Biographical Questionnaire in drawing out differences in role expectations between

partners.

The Role Expectations Questionnaire is better able to identify discrepancies in role expectations between partners in a relationship than the Premarital Biographical Questionnaire if an individual does not answer the one open-ended question on the Premarital Biographical Questionnaire when he or she does answer open-ended questions on the Role Expectations Questionnaire. Moreover, the Role Expectations Questionnaire is better able to identify discrepancies in role expectations between partners in a relationship if after charting and comparing responses for the fixed-alternative questions on both the Role Expectations Questionnaire and the Premarital Biographical Questionnaire, it is evident that the Role Expectations Questionnaire extracts discrepancies in role expectations for certain couples which the Premarital Biographical Questionnaire does not indicate.

Criteria as Determined by What is Known About Marital Roles in Contemporary Relationships

Changes in Marital Roles in Contemporary Relationships

The literature indicates that changes in marital roles are occurring in contemporary relationships. Some women prefer egalitarian marital roles, whereby they share more responsibility with their husbands for the provider role and less responsibility for the childcare and housekeeping roles. Furthermore, the literature indicates that some men and women expect to be involved in therapeutic, recreational and sexual roles in their marriages. The therapeutic, recreational and sexual roles are new marital roles which have emerged for men and women. The role expectations component of the Premarital

Biographical Questionnaire was developed in 1963. Therefore, it does not identify the new marital roles that have emerged for men and women. In order to be effective, the Role Expectations Questionnaire must allow those couples who possess emerging marital role expectations to indicate those expectations.

The Role Expectations Questionnaire is adequate if responses to the fixed-alternative questions indicate support by women for egalitarian roles, by men for modified traditional roles and sexual roles and by men and women for therapeutic and recreational marital roles. Support by men and women for egalitarian marital roles, modified traditional marital roles and for the therapeutic, recreational and sexual roles is evident if at least one-half of the sample indicate a normative stance toward these roles. A normative stance toward particular marital roles is indicated through the respondents' choice of response category on the fixed-alternative section of the Role Expectations Questionnaire.

Marital Conflict

Marital conflict refers to spousal differences in role expectations (Nye & Berardo, 1973). When a man and woman form a relationship and become interdependent, they may develop differing perceptions of a single marital role, leading to conflict between the man and the woman. In order to be effective, the Role Expectations Questionnaire must be such that the existence of marital conflict can be found. Marital conflict is evident through examination of partners' responses to the open-ended questions and the fixed-alternative questions. If partners disagree on most or all of their responses to the fixed-alternative and open-ended questions, marital conflict exists in the relationship.

Role Conflict

The emergence of new marital roles in society can be associated with role conflict for one or both individuals in marriage. Role conflict refers to the strain which occurs within the individual when expectations associated with simultaneously enacted roles are in conflict (Nye & Berardo, 1973). In order to be effective, the Role Expectations Questionnaire must determine if individuals are experiencing role conflict. Role conflict is evident through examination of the individuals' responses to the open-ended questions. If individual responses to the open-ended questions indicate that the individual is experiencing strain as a result of conflicting or competing marital role expectations, role conflict exists in the individual.

Demographic Considerations

The review of the literature indicated that certain individual and couple characteristics contribute to changing attitudes toward marital roles, emerging marital roles for men and women and marital conflict and role conflict. The Premarital Biographical Questionnaire provides specific demographic data about respondents. I used this demographic data to determine if age, educational attainment and expectation of consistency of employment are related to women's egalitarian marital role attitudes within this sample. I determined if educational attainment and age are related to men's modified traditional marital role attitudes. Moreover, I determined if age, educational attainment and "ever-married" status are related to emerging marital roles for men and women in the sample.

Limitations of the Study

The research design of my study and the criteria for analysis of the Role Expectations Questionnaire clearly point out that the methods employed in formative evaluation studies are often highly subjective. Because of the intrinsic subjectivity of formative evaluation, special care must be taken to make the limitations of formative evaluation research methods explicit. Accordingly, a discussion of the limitations of my formative evaluation study follows.

Sampling and Methodological Limitations

(1) The sample used in this study is self-selected or not randomly selected. As a result, it is impossible to generalize the findings to other samples; that is, other groups of participants attending the preparation for marriage courses offered by the Pastoral Institute of Edmonton.

(2) There are limits to the amount and kind of information collected using the questionnaire developed for this study. The questionnaire is long and unless a respondent was highly motivated, it would be difficult for some respondents to go into much depth about the antecedents and consequences of the issues dealt with on the questionnaire.

(3) Social desirability refers to the tendency of a person under study to "present themselves in a socially desirable manner so as to avoid a negative evaluation by the investigator" (Huston & Robbins, 1983, p. 910). Social desirability particularly affects the validity of responses obtained through the interviewing and questionnaire survey techniques (Weiss, 1975). The interview and questionnaire survey

techniques are integral parts of the research design employed in my study. Social desirability can produce systematic bias within the responses of a particular sample because social desirability distorts the responses in a definite direction (Huston & Robbins, 1982; Weiss, 1975).

"Acquiescence" of response can produce systematic bias within a particular sample of distorting responses in a definite direction (Weiss, 1975). "Acquiescence" of response refers to the tendency of respondents to agree with previous responses they have made on a questionnaire or within an interview. The tendency of a respondent to acquiesce is influenced by the social desirability of the responses (Weiss, 1975). Furthermore, "acquiescence" of response refers to the tendency of respondents to avoid extreme responses on a questionnaire or within an interview (Huston & Robbins, 1982). Social desirability and acquiescence of response can be controlled by avoiding the use of "yes-no" or "agree-disagree" answers within the context of an interview or on a questionnaire (Weiss, 1975).

Socially desirable answers are readily visible to the respondent with "yes-no" or "agree-disagree" response categories. In addition, it is easy for the respondent to acquiesce in the context of "yes-no" or "agree-disagree" response categories.

The interviews I conducted with key informants at the Pastoral Institute were guided by questions that I asked which were difficult for the respondent to answer in a "yes-no" or "agree-disagree" fashion. Moreover, there are six different questions on the Role Expectations Questionnaire. The number and range of response

categories associated with the fixed-alternative questions on the Role Expectations Questionnaire serves to "hide" the answer that a respondent might typically perceive to be "right" in a questionnaire that had fewer response categories, thereby helping to prevent systematic bias or the slanting of responses in definite directions (Huston & Robbins, 1982). In addition, the format used in the open-ended questions obscures potential socially desirable options.

(4) Variation in assessment conditions is a further limitation of the questionnaire technique (Huston & Robbins, 1982). The Role Expectations Questionnaire was mailed to the respondents. When questionnaires are mailed, the directions cannot be explained to the respondents. Huston and Robbins (1982) state that "such lack of control may contribute to random error or differing interpretations of items on the questionnaire" (p. 916). Furthermore, the lack of control when questionnaires are mailed may introduce systematic bias into the responses of the sample by couples collaborating on responses.

Theoretical Limitations

(1) Theoretical confusion exists within the family studies literature as far as the various categories of role conflict are concerned. Studies of role conflict, particularly female role conflict, are discussed in isolation from each other within the family studies literature (Mackie, 1980). Moreover, role conflict experienced by both sexes has not been integrated to form one conceptual framework within the family studies literature (Mackie, 1980). As a result, the present study is limited by the fact that I attempted to integrate certain elements of a diverse and widely scattered body of literature.

(2) There are many definitions of the term "role" (Gross, Mason & MacEachern, 1958). Indeed, the term "role" is described as "inadequate and ambiguous" in the way it is generally used within the family studies literature (Scanzoni & Litton-Fox, 1980). The present study is limited by my attempt to comprehend the various definitions of the term role contained within the family studies literature.

Limitations Associated in Conducting Research in Conjunction With an Established Program of an On-Going Agency

(1) It is often difficult for an outside evaluator to assess certain aspects of a program necessary for an effective evaluation. The difficulty encountered by outside evaluators constitutes another limitation of my study. Without an indepth knowledge on the history of a program since its inception, it is difficult to draw out from the counselors the causal assumptions linking the program to the goals and/or effects of the program (Gurel, 1975).

(2) The present study is limited in that, as an evaluator, my values and preferences concerning marital roles played a part in both the design and interpretation of this evaluation study.

(3) My study placed particular demands on the administration and the operating staff at the Pastoral Institute of Edmonton. The demands placed on the administration and operating staff are described as "mutually stressful" to both the evaluator and the program staff and as the "inevitable result" of many evaluation studies (Gurel, 1975, p. 25). The negative effects of evaluation studies can be avoided by providing feedback to the program staff

about the course of the evaluation. Accordingly, I have corresponded with the Executive Director of the Pastoral Institute so as to inform him of my progress. Moreover, I will share with the Institute the information obtained through this study, specifically the preparation and presentation of fundamental considerations about marital roles and the reformulation of the Role Expectations Questionnaire.

Summary

The methodology chapter provides the background material necessary for a complete understanding of the methodological focus of my thesis. The background material includes information about the Pastoral Institute of Edmonton and a general description of evaluation and the methodological characteristics of formative evaluation. The methodology chapter includes the steps of the research design employed in my study and the "criteria for analysis" that I developed in order to analyze the data collected using the Role Expectations Questionnaire.

CHAPTER FIVE

THE FINDINGS

Introduction

Chapter Five will consist of two major sections. The first section will summarize the information obtained through interviews with key informants at the Pastoral Institute of Edmonton. The information obtained through the interviews with key informants pertains to the objectives of the Pastoral Institute relative to marriage preparation programs in general, to objectives of specific components of the Pastoral Institute's premarriage weekend and to the objectives of the Pastoral Institute relative to marital roles in contemporary relationships. On the basis of the information obtained through the interviews with the key informants, I determined if the key informants wished to consider the emergence of new marital roles within the program, the power of these new roles and the possibility of the role conflict and marital conflict occurring in contemporary marital relationships.

The second section of Chapter Five will present the analysis of the data collected using the Role Expectations Questionnaire and will compare this with the data collected using the role expectations component of the Premarital Biographical Questionnaire.

Information Obtained Through Interviews With Key Informants

Through interviews conducted with key informants at the Pastoral Institute of Edmonton, I obtained information regarding the objectives of the Institute relative to marriage preparation programs in general. I obtained information concerning the objectives of specific components of the Pastoral Institute's premarriage weekend. Furthermore, I obtained information regarding the objectives of the Pastoral Institute relative to marital roles in contemporary relationships. An account of the information obtained through interviews with key informants at the Pastoral Institute follows.

Objectives of the Pastoral Institute of Edmonton Relative to Marriage Preparation Programs in General

The Pastoral Institute of Edmonton holds a certain philosophical view of marriage that serves as a rationale for their approach to their marriage preparation courses. The Institute's view of "good" marriage is taken from that of Howard Clinebell, a noted minister who is also extensively involved in pastoral counselling. Accordingly, the Institute maintains that a "good" marriage is "one in which the individuals involved have maximum opportunity, through mutual need satisfaction to grow toward fulfillment of their God-given potentialities as persons" (Clinebell, 1966, p. 97).

The philosophical view of marriage that the Pastoral Institute holds serves to clarify the objectives of the Institute relative to marriage preparation programs in general. By emphasizing the growth of the individual's potential as a person in their view of a "good"

marriage, the Institute maintains that marriage preparation programs should maximize individual self-awareness. By maximizing individual self-awareness, the Institute believes that the individual is able to help their partner in fulfilling his or her potential, thus making for a strong relationship. Accordingly, one objective of the Pastoral Institute that relates to marriage preparation programs in general is to maximize individual self-awareness and through this, to advance mutual need satisfaction in the relationship.

The objective of maximizing individual self-awareness so as to develop mutual need satisfaction within a relationship corresponds with another objective of the Pastoral Institute relative to marriage preparation programs in general. The key informants at the Institute believe that effective interaction between partners is necessary in developing mutual need satisfaction within the relationship. The key informants at the Institute consider effective interaction to consist of styles of communication that will promote individual self-awareness and an awareness of the needs of the other person in the relationship. Therefore another objective of the Pastoral Institute that relates to marriage preparation programs in general is to promote effective interaction between partners in an effort to ensure mutual need satisfaction.

Interviews conducted at the Pastoral Institute of Edmonton indicate that the counselors at the Institute believe that ineffective interaction between couples in a relationship contributes to the increased incidence of divorce in contemporary society. From the point of view of the Institute, if spouses are interacting ineffectively

or in such a way that the needs of each spouse are ignored or simply not known to the spouses, mutual need satisfaction is not attained within the relationship and therefore; the likelihood of divorce increases. When the marriage preparation program first began at the Institute, the counselors were alarmed by the increasing divorce rate in contemporary society and thereby structured the marriage preparation program so as to lessen the likelihood of divorce.

Over time, the counselors at the Institute realized that "stemming the tide" of divorce was largely an unattainable objective and as a result, they now work with couples in the marriage preparation program in an attempt to enrich each relationship as it exists at the premarital period. Counselors promote effective interaction so as to advance mutual need satisfaction within each relationship, while helping couples to become aware of some of the problems that can occur later in marriage if mutual need satisfaction is not attained. Therefore, another objective of the Pastoral Institute that relates to marriage preparation programs in general is to enrich each relationship as it exists at the premarital period.

An examination of the objectives of specific components of the Pastoral Institute's premarriage weekend will clarify the objectives of the Institute relative to marriage preparation in general. This examination follows.

Objectives of Specific Components of the Pastoral Institute's Premarriage Weekend

The Pastoral Institute's premarriage weekend consists of five different presentations which are complemented by individual counselling sessions with the couples by themselves. The counselors at the Pastoral Institute conduct most of the presentations and the individual counselling sessions.

The title of the first presentation is "Love and Marriage - What's it all About?". The objectives of this session include opening up discussion dyadically on the unique meaning of the marriage the couple is about to enter. Most of the discussion centers on the needs and wants that each individual within the relationship possesses and the needs and wants which will require fulfillment from outside the marriage in order that the marriage and the individual lives grow and mature. Counselors at the Institute believe that through this presentation and an accompanying counselling session that the couples will at least begin to lay aside the basic narcissism and romanticism that is prevalent during engagement.

In the second session, counselors introduce and practise the basic communication skills of the Parent Effectiveness Program, specifically "active listening" and "I-messages" (Gordon, 1970). The counselors reported that couples usually find this method of communication extremely difficult to practice. However, this session does fulfill one objective in that couples usually learn about some concepts which can enhance their ongoing relationship by making it more open and honest.

The third session deals with sexuality and is designed to help couples develop their own unique sexual experience through open communication with each other in a climate of mutual respect. Accordingly, the Institute attempts to provide information on the physiological aspects of human sexuality and childbearing. This session encourages questions and open discussion.

In the fourth session, couples examine various strategies of financial budgeting. Counselors at the Institute believe that in attempting to structure a budget, many couples in their courses begin to be honest with themselves and with each other about their needs, wants and priorities. The financial budgeting session is also designed to provide information on specific banking and credit options.

The fifth and final session deals with the legal aspects of marriage and attempts to clarify the legality of the marriage contract and property ownership.

Three distinct groups of couples attend the five presentations and individual counselling sessions that comprise the Pastoral Institute's premarriage weekend. The needs of the three groups of couples differ and the Pastoral Institute attempts to meet these differing needs. The needs that the three groups of couples have are associated with the degree to which they have defined their marital role expectations. A specification of the three distinct groups and an examination of their needs as identified by counselors at the Institute follows.

Objectives Associated With the Marital Role Expectations of Types of Couples

The first distinct group of couples who attend the premarriage weekend offered by the Institute are those couples not living together before marriage and who are about to marry for the first time. The second group of couples are those who are living together before marriage and are about to marry for the first time. The third group of couples are those couples now planning marriage, but who were previously married to other persons.

Couples living together before marriage and who attend the premarriage course at the Pastoral Institute are potentially already experiencing role conflict. Furthermore, in working with these couples extensively over the years, the counselors at the Institute believe that these couples are already aware of the interpersonal or marital conflict associated with role conflict. Therefore, in working with these couples, the Institute attempts to provide experiences that will help these couples as they deal with role conflict and marital conflict in their relationships.

Similarly, couples who have been married before and who attend the premarriage course at the Pastoral Institute are already aware that role conflict and marital conflict can exist in marital relationships. Consequently, the objective of the Institute in helping these couples formulate marital role expectations for their new marriage is to have the couples maintain their awareness of the possibility of role conflict and marital conflict.

Couples not living together before marriage and who have not been married before often have many assumptions as to how their marital roles will be enacted. The role definitions of couples not living together before marriage are more covert as opposed to the other two groups. In working with couples who are not living together before marriage, the Institute endeavors to provide experiences that will increase these couples' awareness about the possibility of role conflict and marital conflict existing in marriage. If counselors note potential role conflict and/or marital conflict in some relationships, they will recommend counselling either during the premarriage weekend or soon after. The purpose of the counselling sessions is to help couples deal with marital or role conflict if it arises in their relationships.

Upon consideration of objectives associated with the marital role expectations of the three groups of couples, the counselors at the Institute and I decided that there was a difference between the couples' needs relative to roles a identified by the Pastoral Institute of Edmonton and the couples' needs as indicated by the present data collection device, that is, the role expectations component of the Premarital Biographical Questionnaire. Moreover, the counselors at the Institute perceived this difference in a definite way. For example, the common point of view expressed by all three counselors can be summarized in a statement quoted directly from one of the interviews "... I have always questioned the manner in which we deal with roles in the Premarital Biographical Questionnaire, but we have been so busy meeting the demand for programs, there hasn't been time ...". Furthermore, the counselors at the Institute expressed general dissatisfaction with certain aspects of the role

expectations component of the Premarital Biographical Questionnaire. For example, the Likert-scale items which comprise the role expectations component of the Premarital Biographical Questionnaire are clearly biased toward the male's point of view. In addition, the only open-ended question of the Premarital Biographical Questionnaire that deals with roles was usually left blank. The couselors felt the reason for this was because the question itself is extremely general in nature. All three counselors expressed dissatisfaction with this component of the Premarital Biographical Questionnaire.

The Pastoral Institute adapted the role expectations component of the Premarital Biographical Questionnaire from the Marital Role Expectations Inventory. Marie Dunn developed the Marital Role Expectations Inventory in 1963. The counselors realized that because the Inventory is twenty years old, it does not account for the new roles which the literature indicates are emerging. This realization contributed to the general dissatisfaction the counselors expressed toward the role expectations component of the Premarital Biographical Questionnaire.

Summary

The major objectives of the Pastoral Institute of Edmonton relative to marriage preparation programs in general are to maximize individual self-awareness and to promote effective interaction between partners in an effort to ensure mutual need satisfaction in the relationship. Moreover, the Institute endeavors to enrich each relationship as it exists at the premarital period.

The major objective of the Pastoral Institute relative to marital roles is to provide experiences that will increase the couples' awareness of the possibility of role conflict and marital conflict existing in marriage. For couples who have already been married or who are living together before marriage, the Institute endeavors to help them maintain an awareness of role conflict and marital conflict in their relationships.

Based on the interviews conducted with key informants at the Institute, the key informants and I concluded that it was necessary and appropriate for the Pastoral Institute to consider the emergence of new marital roles, the power of these new roles and the possibility of role conflict and marital conflict occurring in contemporary marital relationships. The information I obtained through interviews with key informants at the Institute also served as one criterion for the design and analysis of the Role Expectations Questionnaire. The analysis of the data collected using the Role Expectations Questionnaire follows.

Analysis of the Data Collected Using the Role Expectations Questionnaire

Analysis of the Role Expectations Questionnaire in Accordance With Interviews Conducted With Key Informants at the Pastoral Institute of Edmonton

Tables 1-3, which follow, summarize the analysis of the Role Expectations Questionnaire according to the criteria derived through the interviews conducted with key informants at the Pastoral Institute of Edmonton.

Wording of Questions

The counselors at the Pastoral Institute indicated during interviews that it is important that the questionnaires they administer are worded clearly and free from difficult language. Clear wording is necessary in order to ensure ease of interpretation for all questions. Table 1 indicates that the content of the fixed-alternative questions on the Role Expectations Questionnaire is generally clear. (The Criteria for Analysis states that question clarity is evident if questions are answered and if the wording is left unchanged.) The fixed-alternative question that was the least clear to the respondents was question #10 which asks "who should be responsible for helping the other solve their personal problems?". The fixed-alternative questions which are the most clear to the respondents are question #3 which asks "who do you think should be responsible for providing economic support to the family?", question #14 which asks "who should be concerned about satisfying the sexual needs of the other?", and question #15 which asks "who should initiate sexual activity?".

Table 1

Fixed Alternative Questions - Role Expectations Questionnaire

Number of responses that indicate question clarity (n=58).

Question	Responses
1	55
2	55
3	58
4	57
5	55
6	56
7	55
8	55
9	57
10	53
11	55
12	57
13	57
14	58
15	58
16	56

Table 2 indicates that the open-ended questions on the Role Expectations Questionnaire are generally clear, although less clear than the content questions. For example, one question that was unclear to respondents deals with sanctions and is phrased as "should ... be punished?" (questions 1e and 3e on Table 2). With very few exceptions, couples answered this question with a firm "no". The negative response to this question is surprising to me, because in most cases the fixed-alternative questions and other questions asked in relation to that particular role indicated a strongly positive normative stance toward that role. Therefore, the negative responses to the questions dealing with sanctions (1e and 3e) lead me to believe that the word "punished" was largely misinterpreted by this sample of couples.

Furthermore, the open-ended questions "what do you think should be done now?" (1c, 2c, 3c, 4c, 5c) and "what could ... and ... have done to avoid this problem?" appear to be redundant, as some respondents gave similar answers to these two questions. Therefore, one of these questions is not necessary on the Role Expectations Questionnaire.

Individual Responses

The counselors at the Pastoral Institute expressed a concern that questionnaires administered to participants in their premarriage courses prompt a testimony of individual marital role expectations. A testimony of individual marital role expectations is important in view of one objective that the Institute holds relative to marriage preparation programs in general, which is to maximize individual

Table 2

Open-Ended Questions - Role Expectations Questionnaire:

Number of responses that indicate question clarity (n=58).

Question	Responses
1a	56
b	56
c	55
d	54
e	51
2a	56
b	56
c	54
d	53
3a	54
b	53
c	54
d	53
e	50
4a	53
b	52
c	51
d	50
5a	52
b	52
c	51
d	52

self-awareness.

Substantial evidence of collaboration or "word for word" answers within each set of responses indicates that the questionnaire is not successful in prompting a testimony of individual marital role expectations. However, as Table 3 indicates, only 7% of all responses point to collaboration between partners. Therefore, the Role Expectations Questionnaire is successful in prompting a testimony of individual marital role expectations.

Communication

The Pastoral Institute stressed the learning of communication skills as an important objective. Therefore, the Role Expectations Questionnaire should give the counselors at the Institute an indication of how well couples are communicating. Evidence of the presence of communication skills is noted within each relationship if individuals respond to most open-ended questions by interpreting the concerns of the opposite-sex character in the scenarios in addition to the concerns of the same-sex character.

A consistent response to the concerns of the other individual in a relationship reflected a level of empathy essential to effective communication. Table 3 points out that 79% of all respondents interpreted the concerns of the opposite-sex character. This figure indicates that couples are recognizing the importance of communication and are willing to learn how to communicate effectively. Moreover, the figure indicates that the Role Expectations Questionnaire is designed in such a way that couples can express their recognition of the importance of communication and their willingness to learn how

Table 3

Role Expectations Questionnaire: Evidence of Collaboration and Communication and a Comparison with the Premarital Biographical Questionnaire.

Couple	Responses		
	Collaboration	Evidence of Communication Skills	Is #11 (PMBQ) Answered When Most/All REQ. Questions Answered?
1	N	Y	N
2	N	Y	N
3	N	-	Y
4	N	Y	N
5	N	Y	N
6	N	Y	N
7	Y	Y	N
8	N	-	N
9	N	N	N
10	N	Y	N
11	Y	-	N
12	N	Y	N
13	N	Y	N
14	N	Y	Y
15	N	Y	N
16	N	Y	N
17	N	-	N
18	-	-	-
19	N	Y	N
20	N	N	N
21	N	Y	N
22	N	Y	N

Cont'd...

Table 3 - Cont'd.

Couple	Responses		
	Collaboration	Evidence of Communication Skills	Is #11 (PMBQ) Answered When Most/All Req. Questions Answered?
23	N	Y	N
24	N	Y	Y
25	N	Y	N
26	N	Y	N
27	N	Y	Y
28	N	Y	N
29	N	Y	Y
30	N	Y	N
	Percentages		
Y =	7%	79%	17%
N =	93%	7%	83%

Note. Y = YES N = NO - = NO DATA

to communicate effectively.

Comparison With Premarital Biographical Questionnaire

The last section of Table 3 compares the Role Expectations Questionnaire and the Premarital Biographical Questionnaire in terms of their open-ended questions. The Premarital Biographical Questionnaire contains only one open-ended question related to role expectations. Counselors at the Institute indicated that this question is usually left blank. In fact, 83% of the couples left this open-ended question blank, but at the same time they answered most or all of the open-ended questions on the Role Expectatiors Questionnaire. Therefore, it is possible to conclude that the open-ended questions on the Role Expectations Questionnaire motivate couples to reveal more information about how they think they might organize their own role interaction than does the open-ended question on the Premarital Biographical Questionnaire.

To further assess the effectiveness of the Role Expectations Questionnaire, I compared it to the role expectations component of the Premarital Biographical Questionnaire for the purpose of determining if it is able to extract more (or less) information about couples' marital role expectations than the Premarital Biographical Questionnaire.

Tables 4 and 5, which follow, chart responses for the fixed-alternative questions on the Role Expectations Questionnaire which indicate differences in role expectations between partners which the fixed-alternative section of the Premarital Biographical Questionnaire does not extract. Table 4 is more detailed. It not only depicts

differences in terms of information the Role Expectations Questionnaire extracts and which the Premarital Biographical Questionnaire does not extract, but it also indicates how each partner in a couple actually differs with regard to his or her marital role expectations. For example, for couple #8 (refer to Table 4), the female believes that the male should be responsible for the provider ("economic support" on Role Expectations Questionnaire) role while the male in couple #8 believes that it is optional as to who should assume responsibility for the provider role. Moreover, this difference between partners in couple #8 did not appear through analysis of their responses to the Premarital Biographical Questionnaire. Similarly, all other differences between partners in terms of their marital role expectations noted on Table 4 did not appear on the Premarital Biographical Questionnaire in relation to specific responses for corresponding roles.

Table 5 summarizes Table 4 and provides a numerical picture of just how the two questionnaires differ in their ability to extract information about couples' marital role expectations. For example, the first column of Table 5 indicates that the Role Expectations Questionnaire extracts different information than does the Premarital Biographical Questionnaire about couples' marital role expectations towards the housekeeping role on eleven sets of questionnaires. The total number of responses was 29 sets of questionnaires. For the other 18 sets of questionnaires, the Role Expectations Questionnaire extracts the same information as the Premarital Biographical Questionnaire about couples' marital role

Table 4

Information Obtained from Role Expectations Questionnaire.

Couple		Marital roles												
		House-work	Out-side chores	Economic Support	Importance of job/ career	Money manage-ment	Family recrea-tion	Commun-ity invol-vement	Child-care	Child social-ization	Personal problem solving	Good feel-ings	Major decisions	Church attendance
1	H													
	F													
2	H													
	F													
3	H				-				-	-				ø
	F				m				f	-				ø
4	H						-	-		-				ø
	F						m	m		f				-
5	H			m										
	F			-										
6	H													
	F													
7	H	~	m	~	-				-					
	F	f	m	m	m				f					
8	H	~	~	~	~	~	~	~	~	~			-	
	F	f	m	m	m	-	ø	ø	-	-			m	
9	H	~	~		m	m	ø		-		-		~	
	F	-	m		-	-	~		~		ø		-	
10	H	~			-	m	-		f		m			m
	F	-			m	~	-		-		-			ø

Cont'd ...

Table 4. Cont'd.

Couple		Marital roles												
		Housework	Outside chores	Economic Support	Importance of job/career	Money management	Family recreation	Community involvement	Child-care	Child socialization	Personal problem solving	Good feelings	Major decisions	Church attendance
11	M			m										
	F			=							Ø			
12	M	-	-	=		=	=	=			=	=		
	F	=	=	-		-	Ø	Ø			Ø	Ø		
13	M						-	f					m	-
	F						Ø	=					=	=
14	M	-	-	-		=								=
	F	f	m	m		m								-
15	M	=	m		=	m			f				=	
	F	f	m		=	=			=				=	
16	M	-			m							m		-
	F	f			=							=		Ø
17	M				=		m	=	f		m		=	
	F				m		=	=	=		=		=	
18	M													
	F													
19	M		-			-			=					
	F		m			=			f					
20	M	f	m						f					
	F	f	m						=					

Table 4. Cont'd.

Couple		Marital roles												
		Housework	Outside chores	Economic Support	Importance of job/career	Money management	Family recreation	Community involvement	Childcare	Child socialization	Personal problem solving	Good feelings	Major decisions	Church attendance
21	M	-					-							
	F	f					-							
22	M	-	-								-	ø	-	
	F	-	-								-	-	-	
23	M					-			-					
	F					-			-					
24	M						-	-	-					
	F						-	-	f					
25	M				-	-								
	F				m	-								
26	M			m	m	m	-	m	f					-
	F			-	-	-	-	-	f					-
27	M										ø	ø	m	
	F										-	-	-	
28	M		m		-	-								
	F		-		m	-								
29	M													
	F													
30	M													
	F													

Note. F = female M = male f = female more than male (-) = male and female equally
m = male more than female ø = no one - = optional - = no data

Table 5

Information Obtained From Role Expectations Questionnaire.

		Marital roles												
Response Categories		House-work	Out-side chores	Economic Support	Importance of job/ career	Money manage-ment	Family recrea-tion	Commun-ity involvement	Child-care	Child social-ization	Personal problem solving	Good feel-ings	Major decisions	Church attendance
FEMALE MORE	M	1	0	0	0	0	0	1	5	0	0	0	0	0
	F	7	0	0	0	0	0	0	5	1	0	0	0	0
EQUAL	M	1	0	1	7	2	4	4	5	2	2	1	4	1
	F	4	3	3	4	8	4	4	6	2	4	3	6	3
MALE MORE	M	0	4	3	3	4	1	1	0	0	2	1	2	1
	F	0	7	3	7	1	1	1	0	0	0	0	1	0
OPTIONAL	M	9	6	3	1	5	4	1	2	1	1	0	1	3
	F	0	0	1	0	2	2	0	1	0	0	0	0	1
NO ONE	M	0	0	0	0	0	1	0	0	0	1	2	0	2
	F	0	0	0	0	0	3	2	0	0	2	1	0	3
TOTAL	M	11	10	7	11	11	10	7	12	3	6	4	7	7
	F	11	10	7	11	11	10	7	12	3	6	4	7	7

Note. F = female M = male n = 29 couples

expectations towards the housekeeping role.

The fixed-alternative questions on the Role Expectations Questionnaire which deal with sexual roles in marriage are not included as items of comparison in Table 4 and 5. The Premarital Biographical Questionnaire does not include any questions concerning sexual role expectations; therefore, it is obvious that the Role Expectations Questionnaire extracts more information in this instance. (That information is provided in Table 6.)

Tables 4 and 5 indicate that there is reason to assert that the Role Expectations Questionnaire is better able to probe some couples' marital role expectations than the role expectations component of the Premarital Biographical Questionnaire.

Analysis of Role Expectations Questionnaire According to Criteria as Determined by What is Known About Marital Roles in Contemporary Relationships

Changes in Marital Roles in Contemporary Relationships

The literature indicates that role changes are taking place in contemporary marriage relationships. Some women prefer egalitarian roles in their marriages, whereby they share more responsibility for provider roles and less for the traditionally female childcare and housekeeping roles. Moreover, the literature also points out that many men and women expect to be involved in therapeutic, recreational and sexual roles in their marriage. The therapeutic, recreational and sexual roles are new marital roles which have emerged for men and women.

In order to be effective, the Role Expectations Questionnaire must allow those couples who possess emerging marital role expectations to indicate those expectations. As noted in Chapter Four, support by men for modified traditional marital roles and women for egalitarian marital roles is evident if at least one-half of the sample indicated a normative stance toward these marital roles. A normative stance toward particular marital roles is indicated through the respondents' choice of response category on the Role Expectations Questionnaire. Table 6, which follows, provides a summation of this analysis. The data indicate that 38% of the female respondents normatively supported egalitarian marital roles, 72% of the women and 69% of the men who were surveyed supported therapeutic and recreational marital roles, 79% of the men who were surveyed supported the emerging sexual role and 52% of the men supported modified traditional roles. Therefore, there is no new egalitarian role as seen by women (38%) and not much support by men of modified traditional martial roles (52%). However, the emergence of the therapeutic, recreational and sexual marital roles is clearly indicated by the Role Expectations Questionnaire.

Marital Conflict

In order to be effective, the Role Expectations Questionnaire must be such that the likelihood of marital conflict can be found. As noted in Chapter Four, marital conflict is evident through examination of partners' responses to the open-ended and fixed-alternative questions on the Role Expectations Questionnaire. Table 7, which follows, indicates where marital conflict or spousal differences over role expectations appeared to be the most contentious as 15 couples out of a total sample of 29 couples disagreed over who should enact this marital

Table 6

Role Expectations Questionnaire: Evidence of Contemporary Marital Roles for Men and Women.

	Emerging marital roles				
Couple	Support by men - modified trad.	Support by women-egalitarian roles	Support by women-ther./rec. roles	Support by men-ther./rec. roles	Support by men-sexual role
1	N	N	Y	Y	Y
2	N	N	Y	N	N
3	N	Y	N	N	Y
4	N	Y	Y	Y	Y
5	Y	N	Y	Y	Y
6	Y	N	Y	Y	Y
7	N	N	Y	Y	Y
8	Y	N	N	Y	N
9	N	N	N	Y	N
10	N	Y	Y	Y	Y
11	Y	Y	N	Y	N
12	Y	Y	N	Y	N
13	N	Y	Y	N	Y
14	Y	Y	Y	Y	Y
15	Y	N	Y	Y	Y
16	Y	N	Y	N	Y
17	N	N	Y	Y	Y
18	-	-	-	-	-

Cont'd

Table 6. Cont'd.

Couple	Emerging marital roles				
	Support by men -modified trad.	Support by women-egalitarian roles	Support by women-ther./rec. roles	Support by men-ther./rec. roles	Support by men-sexual role
19	N	N	Y	N	Y
20	N	N	Y	Y	Y
21	Y	N	Y	Y	Y
22	Y	Y	N	N	Y
23	Y	Y	N	N	N
24	Y	Y	Y	Y	Y
25	Y	N	Y	Y	Y
26	N	N	Y	Y	Y
27	N	N	Y	N	Y
28	Y	N	Y	Y	Y
29	N	N	N	N	Y
30	Y	Y	Y	Y	Y
	Percentages				
Y =	52%	38%	72%	69%	79%
N =	48%	62%	28%	31%	21%

Note. Y = Yes - Male or female responses indicate normative stance toward the emerging marital role.
N = No - Male or female responses do not indicate normative stance toward the emerging marital role.

Table 7

Role Expectations Questionnaire: Evidence of Marital Conflict.

Couple	Marital roles												
	Housework	Outside chores	Economic Support	Importance of job/career	Money management	Family recreation	Community involvement	Childcare	Child socialization	Personal problem solving	Good feelings	Major decisions	Church attendance
1													
2													
3				X				X	X				X
4				X		X	X		X				X
5			X										
6				X									
7	X	X	X	X				X					
8	X	X	X	X	X	X	X	X	X			X	
9	X	X		X	X	X		X		X		X	
10	X			X	X	X		X		X			X
11		X	X										
12	X	X	X		X	X	X			X	X		
13						X	X					X	X
14	X	X	X		X								X
15	X	X		X	X			X				X	
16	X			X		X					X		X
17				X		X	X	X		X		X	
18													
19	X	X		X	X			X					
20	X	X						X					
21	X					X							
22	X	X								X	X	X	

Table 7. Cont'd.

Couple	Marital roles												
	House-work	Out-side chores	Economic Support	Importance of job/ career	Money manage-ment	Family recrea-tion	Commun-ity invol-vement	Child-care	Child social-ization	Personal problem solving	Good feel-ings	Major decisions	Church attendance
23					X			X					
24	X					X	X	X					
25				X	X								
26			X	X	X	X	X	X					
27													X
28	X	X		X	X					X	X	X	
29													
30	X												
TOTAL	15	11	7	13	11	11	7	12	3	6	4	7	7

Note. X indicates evidence of marital conflict as determined by criteria for analysis.

role. On the other hand, the child socialization role appeared to be the least contentious as only three couples out of the total sample of 29 couples disagreed over who should enact this particular marital role. Similarly, one-half of the responses to the open-ended questions on the Role Expectations Questionnaire indicated differences over marital role expectations between partners in a relationship. Therefore, the men and women in this example who were experiencing or who might potentially experience marital conflict were indicated through use of the Role Expectations Questionnaire.

Role Conflict

In order to be effective, the Role Expectations Questionnaire must determine if individuals experience role conflict. Role conflict was evident through examination of responses to the open-ended questions. Evidence of role conflict appeared on less than 10% of the total number of responses (refer to Table 8). The review of the literature indicates that childlessness is associated with lowered role conflict (Housenecht & Mackie, 1981). As most of the respondents in my study were childless at the time the questionnaire was administered, evidence of minimal role conflict within the sample is not surprising.

Demographic Considerations

Women's Egalitarianism

Table 9, which follows, provides information about female respondents' highest level of educational attainment. The review of the literature indicates that educational attainment is an important predictor of women's attitudes about marital roles. If a woman has achieved a

high level of education, she is more likely to espouse egalitarian attitudes about marital roles (Mason, Czajka & Arber, 1976). The highest level of education attained within the sample of female respondents in my study is one masters or two undergraduate degrees. Of the nine women in the sample who did attain this educational status, four espoused egalitarian attitudes about marital roles (refer to Table 9).

The lowest levels of education attained within the sample of female respondents in my study is "some high school" or "high school diploma". Of the eleven women in the sample who fall into this category, four espoused egalitarian attitudes about marital roles (refer to Table 9). Therefore, these particular findings of my study do not agree with the findings of the study of Mason, Czajka and Arber (1976) who state that for women, more education leads to more egalitarianism.

The review of the literature indicates that women's consistency of employment is another predictor of women's attitudes about marital roles. If a woman plans to be consistently employed, she is more likely to espouse egalitarian attitudes about marital roles (Mason, Czajka & Arber, 1976). Of the twenty-nine women surveyed in this study, ten planned to be consistently employed (refer to Table 9). However, only four of those ten women espoused egalitarian attitudes about marital roles.

Table 9 also relates age to women's egalitarianism. The youngest group of women in the sample did not espouse egalitarian attitudes about marital roles. On the other hand, the oldest women in the

Table 8

Role Expectations Questionnaire: Evidence of Role Conflict.

Role conflict	Couple																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
M															X										
F				X							X												X		

Note. M = male F = female

X indicates evidence of role conflict as determined by the criteria for analysis.

Table 9

Women's Egalitarianism by Education, Expectation of Consistency of Employment, Age and Ever-Married Status.

Educational Level	Marital role attitudes	
	Egalitarian	Traditional
[a]High	4	5
[b]Med	3	5
[c]Low	4	7
Expectation of Consistency of Employment		
[d]High	4	6
[e]Low	8	11
Age		
[f]High	3	0
[g]Med	9	13
[h]Low	0	4
Ever-Married	1	0

Note.

[a]High refers to a person with a master's degree or two undergraduate degrees.

[b]Med refers to a person with one undergraduate degree or a community college diploma.

[c]Low refers to a person with a high school diploma or who did not complete high school.

[d]High refers to a person who expects to be consistently employed (as determined by question 14 on the Premarital Biographical Questionnaire).

[e]Low refers to a person who does not expect to be consistently employed.

[f]High refers to a person who is 28 years or older.

[g]Med refers to a person who is between 19-27 years.

[h]Low refers to a person who is under 18 years.

sample (refer to Table 9) did espouse egalitarian attitudes about marital roles.

Only one woman in the sample had been married previously (refer to Table 9). This woman espoused an egalitarian attitude about marital roles.

Men's Modified Traditional Marital Role Attitudes

The review of the literature indicates (Komarovsky, 1973; Eversoll, 1979) that men are becoming increasingly more flexible in terms of the particular marital roles they will enact and are adopting "modified traditional" attitudes about marital roles.

Table 10 relates education, age and prior marital status to men's modified traditional marital role attitudes. Ten men in the sample attained an education of a masters degree, a second undergraduate degree or a Ph.D. degree. Of these ten men, six espoused modified traditional attitudes about marital roles. On the other hand, of the ten men in the sample who attained an education of "some high school" or "high school graduate", four espoused modified traditional attitudes about marital roles.

Of the four oldest men in the sample (refer to Table 10) three espoused modified traditional attitudes about modified roles. The four youngest men in the sample espoused traditional attitudes about marital roles. Two men in the sample (refer to Table 10) had been married before. Both of these men espoused modified traditional attitudes about marital roles.

Table 10

Men's Modified Traditionalism by Education, Age and Ever-Married Status.

Educational Level	Marital role attitudes	
	Modified traditional	Traditional
[a]High	6	4
[b]Med	5	4
[c]Low	4	6
Age		
[d]High	3	1
[e]Med	12	9
[f]Low	0	4
Ever-Married	2	0

Note.

[a]High refers to a person with a master's degree, two undergraduate degrees or a Ph.D. degree.

[b]Med refers to a person with a community college diploma or one undergraduate degree.

[c]Low refers to a person with a high school diploma or who did not finish high school.

[d]High refers to a person who is 29 years or over.

[e]Med refers to a person who is between 21-28 years.

[f]Low refers to a person who is 20 years or younger.

Emerging Marital Roles for Men and Women

Nye's (1974) study indicates that new marital roles are emerging for men and women, specifically the therapeutic and recreational roles for both men and women and a new sexual role for men.

Educational attainment does not affect women's normative support for emerging marital roles (refer to Table 11). Of the nine women in the sample who attained the highest level of education, seven normatively supported therapeutic and recreational marital roles. Similarly, of the eleven women in the sample who achieved the lowest level of education, eight also normatively supported therapeutic and recreational marital roles. Four out of the four youngest women in the sample supported emerging marital roles, whereas only one out of the three oldest women in the sample supported emerging marital roles (refer to Table 11). The one woman in the sample who had been married before (refer to Table 11) normatively supported emerging marital roles.

A high level of educational attainment does not affect men's normative support for emerging marital roles. Of the ten men in the sample who attained the highest level of education, seven normatively supported the therapeutic and recreational marital roles and the sexual marital role. Similarly, of the ten men in the sample who achieved the lowest level of education, six normatively supported the therapeutic and recreational marital roles and nine normatively supported the sexual marital role.

The oldest men in the sample (Table 11) normatively support therapeutic, recreational and sexual marital roles. However, three of the four youngest men in the sample do not support therapeutic

Table 11

Men's and Women's Support for Emerging Marital Roles by Education, Age and Ever-Married Status.

	n	Emerging marital roles: Therapeutic/ Recreational	Emerging marital roles: Sexual
		Men	
Education			
[a]High	10	7	7
[b]Med	9	7	7
[c]Low	10	6	9
Age			
[d]High	4	4	3
[e]Med	21	15	16
[f]Low	4	1	4
Ever-Married	2		
Supports new roles		0	1
Does not support new roles		2	1
		Women	
Education			
[a]High	9	7	-
[b]Med	8	6	-
[c]Low	11	8	-
Age			
[d]High	3	1	-
[e]Med	22	16	-
[f]Low	4	4	-
Ever-Married	1		
Supports new roles		1	-
Does not support new roles		0	-

Cont'd...

Table 11. Cont'd.

Note.

[a]High refers to a person with a master's degree or two undergraduate degrees or a Ph.D. degree.

[b]Med refers to a person with one undergraduate degree or a community college diploma.

[c]Low refers to a person with a high school diploma or who did not complete high school.

[d]High refers to a person who is 28 years or older for women and over 29 years for men.

[e]Med refers to a person who is between 19-27 years for women and between 21-28 years for men.

[f]Low refers to a person who is under 18 years for women and 20 years or younger for men.

and recreational marital roles, but all four do support the sexual marital role.

The two men in the sample who had been married before (refer to Table 11) do not support the therapeutic and recreational marital roles. However, one of these two men does support the emerging sexual marital role for men.

Summary

The analysis of the data collected using the Role Expectations Questionnaire and a comparison of this with the data collected using the role expectations component of the Premarital Biographical Questionnaire was described in the second section of Chapter Five. Based on the analysis of the data collected using the Role Expectations Questionnaire, I conclude that the wording of the Role Expectations Questionnaire is clear and that the questionnaire is adequate in prompting a testimony of individual marital role expectations. Moreover, I conclude that counselors at the Institute can ascertain how well individuals in a relationship are communicating with each other by examining the responses to the open-ended questions.

Based on a comparison of the data collected using the Role Expectations Questionnaire and a comparison of this with the data collected using the role expectations component of the Premarital Biographical Questionnaire, I conclude that the Role Expectations Questionnaire is able to extract more information about couples' marital role expectations than the Premarital Biographical Questionnaire. The Role Expectations Questionnaire extracts discrepancies

in role expectations between certain couples which the Premarital Biographical Questionnaire does not indicate.

Analysis of the Role Expectations Questionnaire according to criteria as determined by what is known about marital roles in contemporary relationships indicates that new marital roles are emerging in this sample and that men and women who possess emerging marital role expectations are able to indicate those expectations using the Role Expectations Questionnaire. Similarly, those couples experiencing marital conflict are able to indicate such on the Role Expectations Questionnaire. However, it is difficult to determine from my study if individuals experiencing role conflict are able to express such conflict on the Role Expectations Questionnaire, given that role conflict is in evidence for only four individuals. Moreover, I examined particular demographic variables of the sample in my study and I described this examination in Chapter Five.

CHAPTER SIX

DISCUSSION

Introduction

The sixth and final chapter of my thesis will consist of two major sections. In the first section, I will consider the results of the research by returning to the conceptual model and other theoretical information and discussing necessary revisions and important emphases.

In the second section of Chapter Six, I will discuss the impact of marriage preparation programs on intrapersonal and interpersonal adaptations to changing marital roles. The second section will involve an examination of the perceived suitability of the Role Expectations Questionnaire for use in marriage preparation programs. In addition, the second section of Chapter Six will provide a list of fundamental considerations about changing marital roles for marriage preparation programs.

The Conceptual Model

The conceptual model developed for my thesis uses concepts from the symbolic interaction theory which are applicable to my area of inquiry. The conceptual model was presented and described in Chapter Three of my thesis and helped to state and explain the expected relationships between emerging marital roles, role conflict, marital conflict and the value of marriage preparation programs as an intervention for couples contemplating marriage. Subsequently, in this first section of Chapter Six, I will discuss whether or not the

conceptual model does indeed state and explain the expected relationships in light of the results of the research.

Defining the Social Situation of Marriage

The findings of my study indicate that the respondents are preparing to respond to the social situation of marriage by defining it. The conceptual model states that "defining the situation" involves the individual assignment of positions to the self and to the significant other in the relationship and the setting up of expectations concerning those positions (Stryker, 1964).

Definitions of the social situation of marriage are evident upon examination of responses to the first section of the Role Expectations Questionnaire. The first section of the Role Expectations Questionnaire consists of content questions which test for the existence of norms using a fixed set of response categories formulated by Nye (1974). According to Nye (1974), if a respondent checks the "optional" category, this means that the respondent does not normatively support the position in question. On the other hand, Nye (1974) states that if a respondent checks any of the other response categories, such as "husband entirely", "husband more than wife", "wife entirely", or "wife more than husband", the respondent is, in effect beginning to define the social situation of marriage by assigning positions to themselves and to the significant other in the relationship and by normatively defining the behavior evolving from those positions.

Less than ten of the total number of twenty-nine couples in my study checked the "optional" response category on a regular basis. Therefore, most of the couples responding to the Role Expectations

questionnaire are beginning to define their marriages in symbolic terms.

The conceptual model and the theoretical information substantiating the conceptual model indicate that couple's definitions of marriage can change over time as couple's test their definitions of the social situation of marriage against the reality of day-to-day living (Stryker, 1964). The literature review points out a shift in men's and women's attitudes about marital roles from a traditional perspective to an egalitarian perspective for women and a modified traditional perspective for men and the emergence of new marital roles. A discussion of the changing definitions of marriage follows.

Changing Definitions of Marriage

The findings of my study do not support all of the assertions made in the literature or the basic premises of the conceptual model as far as changing definitions of marriage are concerned. However, analysis of particular demographic variables allows me to draw some conclusions about which individuals are more likely to support changing definitions of marriage.

Egalitarian Roles for Women

Only 38% of the female respondents in this study normatively supported egalitarian marital roles. This figure does not constitute the majority of women in the sample. Therefore, the findings of my study do not support the trend noted in the literature which indicates a shift from traditional marital role attitudes to egalitarian marital role attitudes for women. Moreover, the findings of my study indicate that women's egalitarianism is positively associated with high levels of education and negatively associated with expectations of consistent

employment in the workforce. The negative association between women's expectations of consistant employment and egalitarianism also contradicts the literature.

I believe that these contradictory findings could result from either one of two factors. First, it may be impossible to obtain an overall indication of a developing cultural trend using this sample given that the sample size is so small.

Second, the findings may reflect the pressure some women experience in terms of traditional gender role specialization. The literature referred to this pressure among women as the chameleon syndrome.

Men's Modified Traditional Marital Role Attitudes

The findings of my study lend some support to the literature and the conceptual model in that I found that 52% of the men surveyed supported modified traditional marital roles. While greater than the women's support for egalitarianism, this figure is still low and could result from deficiencies in men's social support systems which the literature review discusses. As opposed to the women in the sample, high educational attainment, age, and prior marriages were positively associated with men's modified traditional marital role attitudes.

Emerging Marital Roles for Men and Women

Similar to the findings of the research cited in the literature review, my study indicates that new marital roles are emerging in the sample utilized for my study. Furthermore, I found that high levels of educational attainment do not affect men's and women's normative support of emerging marital roles. However, increased age of women is negatively associated with normative support for emerging marital roles while

increased age of men is positively associated with normative support for emerging marital roles.

The results of my research provide some indication that marital roles are dynamic. The conceptual model and the theory upon which it is based also maintain that marital roles are dynamic as men and women are in the process of reformulating their definitions of the situation of marriage. The conceptual model and the theory upon which it is based also states that individuals define themselves and significant others in the same way that they define situations. Moreover, individuals develop particular roles as they define themselves and significant others. When individuals marry, they must choose from among a number of marital roles and develop those roles within the self in the process of defining themselves as a married person. Because new marital roles are emerging at the present time and because marital roles are generally shifting from a traditional perspective to an egalitarian or modified traditional perspective, some men and women experience difficulty in making the most appropriate choice from among a number of marital roles and developing those roles within the self. The difficulties some men and women experience in making the choice and developing the roles can be referred to as role conflict and marital conflict (Nye & Berardo, 1976). It is to a discussion of role conflict and marital conflict in light of the findings of my research that I now turn.

Role Conflict and Marital Conflict

The conceptual model allows the researcher to understand that the critical factor that will determine whether or not men and women will experience role conflict and marital conflict is the congruence of definitions of husband and wife. Congruence of definitions of these interacting

persons exists when "the meanings associated with gestures and significant symbols are shared by interacting persons" (Stryker, 1964). Congruence of definitions of interacting persons does not exist when the meanings associated with gestures and significant symbols are not shared by interacting persons. When the meanings associated with gestures and significant symbols are not shared by interacting persons, role conflict and marital conflict may result.

Role Conflict

The conceptual model and the review of the literature on which the model is based state that role conflict can result from two sources. First, role conflict can result from internal contradictions within the individual, such as contradictions between the real self and the presented self. The literature review spoke of internal contradictions in terms of the "chameleon syndrome" within women and in terms of the difficulties some men experience in attempting to incorporate the enactment of modified traditional marital roles into their daily lives (Vanfossen, 1977). Second, role conflict can result from inconsistencies between the normative expectations associated with the particular roles the individual is attempting to enact (Nye & Berardo, 1976).

The results of my analysis reflect minimal evidence of role conflict within the sample I surveyed. The minimal evidence leads me to conclude that premarital couples, as opposed to married couples, do not perceive contradictions between the real self and the presented self possibly because they have not adequately defined the situation of marriage or the ensuring marital roles as yet. Furthermore, the minimal evidence of role conflict within the sample and the fact that

only four individuals out of a total number of 58 individuals had been married before leads me to conclude that most premarital individuals, as opposed to married individuals, do not realize that normative expectations associated with the enactment of multiple roles can conflict. Moreover, I believe that the euphoria and general excitement associated with an approaching wedding day will serve to diminish an awareness of possible role conflict among premarital couples. Therefore, while the assertions about role conflict within the conceptual model apply to married couples, they do not appear to apply equally as well to premarital couples based on the findings of my study. As a result, the conceptual model and the theory on which it is based is inadequate in terms of accomodating the unique characteristics of the premarital relationship as far as describing potential role conflict is concerned.

Marital Conflict

The conceptual model and the literature review state that marital conflict originates from two sources. First, marital conflict results from differences between spouses as to their definitions of the situation of marriage. Second, marital conflict results from differences between spouses as to the perceived suitability of the role enactment associated with particular positions (Nye & Berardo, 1976).

The results of my study indicate that premarital couples, similar to married couples, are able to perceive potential spousal disagreement over the enactment of particular marital roles. The results of my study agree with the results of research cited in the literature review which states that more marital conflict arises over

the housekeeping role than any other marital role (Mason, Czajka & Arber, 1976). Marital conflict is obviously easier to identify than role conflict, even in premarital relationships where the individuals involved may not even be enacting particular marital roles as yet. As a result, the conceptual model is adequate and the theory on which it is based is adequate in terms of describing potential marital conflict in premarital relationships.

Summary

The results of my study indicate that most respondents are beginning to define their marriages in symbolic terms. In addition, the results of my study point out that marital roles are dynamic. The conceptual model and the theoretical information substantiating the conceptual model also indicate that marital roles are dynamic. Therefore, the conceptual model was able to state and explain an expected relationship in this case.

The first section of Chapter Six identified critical factors from the conceptual model which determine whether or not men and women will experience role conflict or marital conflict. I concluded from the findings of my study that the critical factors from the conceptual model were applicable to premarital couples insofar as marital conflict is concerned, but not where role conflict is concerned.

The Impact of Marriage Preparation Programs on Personal and Interpersonal Adaptations to Changing Marital Roles

Marriage preparation programs can assist premarital couples in either developing or maintaining an awareness of changing marital roles and the possibility of role conflict and marital conflict. The conceptual model states that marriage preparation programs can assist premarital couples through the process of anticipatory socialization. Anticipatory socialization occurs through "role taking" which refers to an "individual's perception of the anticipated responses of significant others with whom the individual is involved in a social act" (Schvaneveldt, 1966). The ability of an individual to "role take" is determined by the extent of that individual's experience with the role. I maintain that questionnaires, such as the Role Expectations Questionnaire, will assist premarital couples in the process of role taking. A discussion of the perceived suitability of the Role Expectations Questionnaire insofar as assisting premarital couples in the process of role taking follows.

Perceived Suitability of the Role Expectations Questionnaire

The Role Expectations Questionnaire is adequate in terms of normatively defining premarital couples' marital role expectations. Information about premarital couples' normative marital role expectations is derived through analysis of the first section of the Role Expectations Questionnaire. This information could be used by counselors working with premarital couples and it could be used by

the couples themselves as a means of experiencing "role taking". Moreover, analysis of the clarity of the first section of the Role Expectations Questionnaire indicates that it is worded in a way that will facilitate ease of interpretation on the part of the respondents.

The open-ended questions on the Role Expectations Questionnaire are slightly less successful than the fixed-alternative questions in terms of question clarity and ease of interpretation. For example, the open-ended question dealing with sanctions was misinterpreted by some individuals responding to the Role Expectations Questionnaire. In addition, two other open-ended questions appeared to be ambiguous upon analysis and thereby misleading and confusing to some respondents.

The Role Expectations Questionnaire prompts a testimony of individual marital role expectations and it is designed in such a way that counselors can spot evidence of communication skills within couples responding to the Questionnaire. These two attributes of the Role Expectations Questionnaire would increase its usefulness to an agency such as the Pastoral Institute of Edmonton. However, in its present format, the Questionnaire is impractical for use by an agency such as the Pastoral Institute, as it is large and thereby costly to distribute through the postal system.

Above all, the Role Expectations Questionnaire is suitable for use within a marriage preparation program provided that it is designed in such a way that those premarital individuals who possess emerging marital role expectations can indicate those expectations using the questionnaire. The indication of emerging marital role expectations can assist couples in role taking. Moreover, the indication of emerging marital role

expectations can assist counselors in a marriage preparation program in helping couples who are not living together before marriage develop an awareness of role conflict and marital conflict and it can assist counselors in helping couples who are living together before marriage or who have been married before maintain their awareness of role conflict and marital conflict.

Marriage preparation programs cannot prevent or solve all marital problems, but the objectives of marriage preparation programs are conducive to helping couples learn some of the skills that will help them cope with changing marital roles. In helping couples to learn to cope with changing marital roles in their relationships, counselors involved in marriage preparation programs might find it useful to consider certain factors about changing marital roles. These factors follow.

Fundamental Considerations for Marriage Preparation Programs

1. There is now greater flexibility between spouses than in the past as to the range of marital roles that spouses can enact in marriage.
2. New marital roles are emerging for men and women in contemporary marriages. Specifically, therapeutic and recreational roles are emerging for both men and women and a new sexual role for men is also emerging.
3. Studies point out a decline in the numbers of women who support the traditional perspective of marital roles. Women who do not support the traditional perspective of marital roles are developing more egalitarian attitudes about marital roles.

4. It is now acceptable for women to be involved in instrumental marital roles as well as expressive marital roles.
5. Men are developing "modified traditional" attitudes about marital roles. The modified traditional view endorses the enactment by men of expressive marital roles as well as instrumental marital roles.
6. Expectations associated with men's and women's prior role socialization sometimes conflict with expectations associated with egalitarian marital role attitudes.
7. Both men and women may experience difficulty in relinquishing responsibility for their primary roles in marriage, specifically the instrumental roles for men and the expressive roles for women.
8. Changes in male and female attitudes toward roles on the societal level exceed the changes occurring in male and female attitudes toward marital roles on the domestic level. The attitudes of men and women toward their marital roles are more resistant to change than the attitudes of men and women toward their societal roles because men and women consider marriage to be private and inviolable.
9. Men and women experience problems in endeavoring to incorporate changing marital roles and egalitarian principles into their daily lives. Problems within the individual relate to role conflict, or the strain which occurs within the individual when conflicting or competing marital role expectations are perceived from two or more roles enacted by the individual. Problems within the marriage refer to marital conflict or the tensions and conflicts that result from identity tension lines within a marriage relationship.

In addition, some husbands and wives experience conflict between their work roles and their marital roles.

10. The institution of marriage is becoming less "stratified" and more "symmetrical".

Summary

The results of this formative evaluation of the role expectations aspect of the marriage preparation program offered by the Pastoral Institute of Edmonton indicates that this program has the capacity to assist premarital couples in coping with changing roles in their relationships. I introduced the Role Expectations Questionnaire to one particular group of premarital couples participating in the program offered by the Pastoral Institute. I presented the Role Expectations Questionnaire, in addition to the role expectations component of the Premarital Biographical Questionnaire which had been in use for many years at the Institute. I observed the effects of each alternative in accordance with specific criteria for analysis. Results of this analysis indicate that the Role Expectations Questionnaire is generally better able than the Premarital Biographical Questionnaire to probe role issues in terms of the objectives of the Pastoral Institute relative to roles and what is known about roles in developing marital relationships in contemporary society.

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APPENDIX A

PREMARITAL BIOGRAPHICAL QUESTIONNAIRE (1980)

THE PASTORAL INSTITUTE OF EDMONTON
11112 - 109 Avenue,
Edmonton, Alberta.
Phone: (403) 426-1861

You are about to be married. Congratulations! We hope that working through this questionnaire will help you to think and talk about some matters which are important for marriage. What you write down will also help the staff members who will be working with you to get to know you. It will take some time to do this questionnaire, but most couples get a lot out of doing it. After you have worked through it, please return it, along with the accompanying materials. Use the back of the pages if necessary.

1. First of all, we would like some basic information.

MAN'S NAME	WOMAN'S NAME .....
ADDRESS	ADDRESS .....
Apt. Street	Apt. Street
....	....
City Postal Code	City Postal Code
PHONE	PHONE ....
Residence Business	Residence Business
AGE	AGE .....
OCCUPATION	OCCUPATION .....
EDUCATION	EDUCATION .....
FIRST MARRIAGE? YES.... NO ...	FIRST MARRIAGE. YES .... NO ...

2. First describe (a) how you met, (b) who introduced you, (c) how long you knew each other before you began to data, (d) how long after first dating until you became informally engaged, (e) how long from informal engagement to formal engagement, and (f) how long from formal engagement to marriage.

a)

b)

c)

d)

e)

f)

3. What was it about the woman that made her attractive to the man?

And what was it about the man that made him attractive to the woman?

4. We are all, to a large extent the products of the homes we grow up in. This section calls for a sharing of information and feelings about your families of origin. Put an asterisk * beside the name of the person in your family of origin to whom you feel closest and an arrow ( ) beside the name of the person with whom you feel the greatest distance.

a)

MAN'S FAMILY		WOMAN'S FAMILY
.....	Father's Name	.....
.....	Occupation	.....
.....	Present Age	.....
.....	Mother's Name	.....
.....	Occupation	.....
.....	Present Age	.....

b) List all the children in your family of origin, starting with the oldest and including yourself in the list.

AGE SEX	AGE SEX
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

c) Describe your parents' relationship.

THE MAN THE WOMAN

d) How do you think the way your parents relate/related will affect the way you will relate to your spouse?

THE MAN THE WOMAN

e) Write about your relationship with your brothers and sisters.

THE MAN THE WOMAN

f) Describe your family's economic circumstances as you were growing up.

THE MAN THE WOMAN

g) Write about anything which would help to provide a clear picture of your family experience and early relationships, including relationships with persons other than your immediate family who lived in your home, or with whom you may have lived.

THE MAN THE WOMAN

5. Sharing your earliest memory can be a way of getting to know each other. What is the earliest event or experience you can remember? What feelings are associated with it?

THE MAN THE WOMAN

6. Share your understanding of the kind of person you are: feelings of inferiority/self-confidence; dominance/submissiveness; shyness/outgoingness; bounciness/sadness; impulsiveness/orderliness.

THE MAN THE WOMAN

7. Everyone has strengths and weaknesses and every relationship has its good aspects and its need of improvement. We'd like you to share with each other, and with us, about these.

THE MAN	Individual Strengths	THE WOMAN
.....		.....
.....		.....
.....		.....
.....		.....
.....		.....
.....		.....
	Individual Weaknesses	
.....		.....
.....		.....

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

THE RELATIONSHIP

Some of the Good Things Are:	Our relationship would be even better if:
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

8. We'd like you to discuss and write about any problem areas at greater length.

   a) Every couple has moments of disagreement or argument. Over which issues do you argue or have disagreements?

   .... Money .....

   .... Relationship with future in-laws? Whose? .....

   .... Habits? Whose? .....

   .... Clothing? Whose? .....

   .... Use of alcohol? Whose? .....

   .... Use of drugs? Whose? .....

   .... Use of tobacco? Whose? .....

.... Differing levels of need for intimacy/closeness?
Write about this.

.... Other? Write about it.

b) Have you ever broken off your relationship? ..... Who broke it off? ..... If so, write about the cause of that, and about how you got back together again.

c) Have there been other periods of separation? .... What happened? ..... How did you cope with it/them?

9. a) Have you discussed plans for having a family? .....

b) Where, if at all, do children fit into your plans for the future?

c) If you plan to have children, what kind of parent do you think you will be?

THE MAN THE WOMAN

d) How do you feel about the prospect of being a parent?

THE MAN THE WOMAN

10. On this page we are asking you to respond to some specific statements about marriage expectations. As you read these statements, think about what you expect from your own marriage and indicate your opinion of each statement in one of the following ways:

    1. If you agree with a statement draw a circle around the letter A. If you agree strongly, circle SA (Strongly Agree).
    2. If you are undecided as to your opinion of a statement put a circle around U.
    3. If you disagree with a statement draw a circle around the letter D. If you disagree strongly, circle SD (Strongly Disagree).

THE MAN						THE WOMAN				
SA	A	U	D	SD	1. that if there is a difference of opinion, the man will decide where to live.	SA	A	U	D	SD
SA	A	U	D	SD	2. the man to share in the housework.	SA	A	U	D	SD
SA	A	U	D	SD	3. that the woman be as well informed as the man concerning the family's financial status and business status.	SA	A	U	D	SD
SA	A	U	D	SD	4. that for the most successful family living the man and the woman will need more than a high school education.	SA	A	U	D	SD
SA	A	U	D	SD	5. it will be more important for the woman to be a good cook and housekeeper than for her to be an attractive, interesting companion.	SA	A	U	D	SD
SA	A	U	D	SD	6. that keeping the yard, making repairs, and doing outside chores will be the responsibility of whoever has the time and wishes to do them.	SA	A	U	D	SD
SA	A	U	D	SD	7. that the man and woman shall have equal privileges in such things as going out at night.	SA	A	U	D	SD
SA	A	U	D	SD	8. weekends to be a period of rest for the man, so he will not be expected to assist with cooking and housekeeping.	SA	A	U	D	SD

THE MAN						THE WOMAN				
SA	A	U	D	SD	9. that if the man helps with the housework, the woman will help with outside chores such as keeping the yard, painting or repairing the house.	SA	A	U	D	SD
SA	A	U	D	SD	10. it will be as important for the man to be congenial, love and enjoy his family as to earn a good living.	SA	A	U	D	SD
SA	A	U	D	SD	11. that it will be equally as important that the woman be affectionate and understanding as that she be thrifty and skillful in housekeeping.	SA	A	U	D	SD
SA	A	U	D	SD	12. that the man and woman will take an active interest together in what's going on in the community.	SA	A	U	D	SD
SA	A	U	D	SD	13. to accept the fact that the man will devote most of his time to getting ahead and becoming a success.	SA	A	U	D	SD
SA	A	U	D	SD	14. that being married should cause little or no change in the man's social or recreational activities.	SA	A	U	D	SD
SA	A	U	D	SD	15. that it is the woman's job rather than the man's to set a good example and see that the family goes to church	SA	A	U	D	SD
SA	A	U	D	SD	16. that if the woman prefers having a career to having children, we will have the right to make that choice.	SA	A	U	D	SD
SA	A	U	D	SD	17. that both of us will concern ourselves with the social and emotional development of the children.	SA	A	U	D	SD
SA	A	U	D	SD	18. that we will permit the children to share, according to their abilities, in making family decisions.	SA	A	U	D	SD
SA	A	U	D	SD	19. that, as our children grow up, the boys will be the man's responsibility, while the girls are the woman's.	SA	A	U	D	SD

11. Now write about any other expectations you have of and for your marriage, which may not have been mentioned in the above and which you would like your fiance/fiancee to know about.

THE MAN

THE WOMAN

12. a) One of the important aspects in any relationship is the physical well being of each partner. How would you assess your physical well being?

THE MAN THE WOMAN

b) Is there a history of medical problems in yourself or your family of origin that might affect your relationship some day?

THE MAN THE WOMAN

c) What is your attitude towards your own physical well being and when was the last time you had a medical checkup?

THE MAN THE WOMAN

e) It is a good idea for both the MAN and WOMAN to have a premarital examination and consultation with their physician.

Has the MAN done this? ..... THE WOMAN? .....

13. What do you do for fun?

THE MAN THE WOMAN

TOGETHER

14. How do you feel about your job (or the occupation for which you are training)? And do you have plans for changes in the future?

THE MAN THE WOMAN

15. Where do religious faith and commitment fit into your lives as individuals and as a couple? Are there religious differences which affect your relationship?

16. How much do you think you will be affected by changing lifestyles?

APPENDIX B

RESEARCH POLICY

THE PASTORAL INSTITUTE OF EDMONTON

One of the stated objectives of the Pastoral Institute is: To carry out research in the field of pastoral care and counselling.

Research is necessary in order to monitor the effectiveness of what is being done, to provide a basis for interpreting what we are doing to our membership, to the churches, and to the wider community, and to contribute to the growth of knowledge about the kind of work we are doing.

Accordingly, it is important that methods for evaluation be built into our programmes, and that descriptive statistics be accumulated on the total operation of the Institute.

It is also essential that an opportunity be afforded to persons outside the staff to carry out research using the data accumulated in the Institute. Only one outside research proposal will be accepted in any given year. The research which is carried out will be in harmony with the Institute's Christian values and principles, and will be of value to the Institute.

All research proposals need to be submitted in writing to the Executive Director and a subcommittee of the Professional Advisory Committee.

No materials are to be removed from the premises. Data copies from client files is to be coded and the researcher is not to keep any personal record of the names of clients from whose files the data has been collected. Where longitudinal studies are contemplated, the key to the code may be deposited with the Executive Director. All contact with clients or former clients is to be instituted by Institute Staff, when such contact is part ofthe design of the study.

APPENDIX C

ROLE EXPECTATIONS QUESTIONNAIRE

Many people think of their role expectations in terms of what they "should" or "should not" do in marriage. This first section of the questionnaire is asking you for your opinion on who should be responsible for certain roles in marriage in general. Indicate your opinion by checking off the appropriate response.

1. Generally, who should do the housework?

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER WHO DOES IT, PROVIDED IT IS DONE

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

2. Generally, who should take care of outside chores? (e.g. painting, yardwork, shovelling snow, etc.).

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER WHO DOES IT, PROVIDED IT IS DONE

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

3. Who do you think should be responsible for providing economic support for the family?

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER WHO DOES IT AS LONG AS SOMECNE DOES

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

4. Whose job/career do you think should be the most important?

___ HUSBAND'S ENTIRELY

___ HUSBAND'S MORE THAN WIFE'S

___ EACH JOB/CAREER IS EQUALLY IMPORTANT

___ OPTIONAL - IT DOESN'T MATTER

___ WIFE'S MORE THAN HUSBAND'S

___ WIFE'S ENTIRELY

5. Who do you think should be handling the family's business and financial affairs?

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

6. Who should be responsible for organizing and starting family recreation? (e.g. sports, meeting friends, going to the museum, etc.).

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OTPIONAL - IT DOESN'T MATTER WHO DOES IT PROVIDED IT IS DONE

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

___ IT IS NO ONE'S DUTY

7. Who do you think should be responsible for maintaining community involvement?

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE FXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER WHO DOES IT PROVIDED IT IS DONE

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

___ IT IS NO ONE'S DUTY

8. Who should be responsible for taking care of children in the family?

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER WHO LOOKS AFTER THEM AS LONG AS SOMEONE DOES

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

9. Who should handle the social and emotional development of the children?

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER WHO HANDLES IT

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

10. Who should be responsible for helping the other solve their personal problems?

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

___ NO ONE SHOULD BE RESPONSIBLE

11. Who should be responsible for developing and maintaining good feelings (emotional satisfaction) within the relationship?

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

___ NO ONE SHOULD BE RESPONSIBLE FOR THIS

12. Who should make major decisions for the family? (e.g. buying a house, moving the family to another city, etc.).

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

13. Who should make sure that the family goes to church?

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

___ IT IS NO ONE'S DUTY

14. Who should be concerned about satisfying the sexual needs of the other?

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER WHO IS CONCERNED AS LONG AS AS SOME ONE IS

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

___ NO ONE SHOULD BE CONCERNED ABOUT THIS

15. Who should initiate sexual activity?

___ HUSBAND ENTIRELY

___ HUSBAND MORE THAN WIFE

___ HUSBAND AND WIFE EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER

___ WIFE MORE THAN HUSBAND

___ WIFE ENTIRELY

16. Whose sexual needs are the most important in marriage?

___ HUSBAND'S ENTIRELY

___ HUSBAND'S MORE THAN WIFE'S

___ HUSBAND'S AND WIFE'S EXACTLY THE SAME

___ OPTIONAL - IT DOESN'T MATTER

___ WIFE'S MORE THAN HUSBAND'S

___ WIFE'S ENTIRELY

This second section of the questionnaire deals with your expectations for your marriage. Read each scenerio and picture yourself and your partner in the same situation. Then, answer the questions which follow each scenerio.

1. Tom and Sally have been married for four months. Tom graduated from university one year ago with an engineering degree and is now working for an oil company. Since he is new on the job, he feels he has to work very hard to "prove himself" and get ahead. He often works long hours. Sally is a nurse. She likes her job, but finds the 12-hour shifts very tiring. However, Sally makes dinner every evening, even on the days that she works - although that often means they don't eat until 8:00 or 9:00 P.M. They made an agreement that Tom would be responsible for doing the dishes. This was the agreement that they made at the beginning of their marriage. This worked for a while, but over the past month or so Tom has been letting the dishes pile up. Sally has resented this, but has kept quiet about it. She takes care of the dirty dishes every evening before she starts to prepare dinner. Tom has never acknowledged this or given any reason for neglecting his share of the housework.

   WHAT DO YOU THINK OF TOM'S BEHAVIOR?

WHAT DO YOU THINK OF SALLY'S BEHAVIOR?

WHAT DO YOU THINK SHOULD BE DONE NOW?

WHAT COULD TOM AND SALLY HAVE DONE TO STOP THIS FROM HAPPENING?

SHOULD TOM BE "PUNISHED"?

___ YES ___ NO ___ UNSURE

2. Linda and Robert have been married for four years. Robert has been a salesman for the past five years and has been successful with this job. Robert and Linda married during Linda's first year at university. She has now graduated with a degree in teaching. She had always planned to work in Edmonton, but upon graduation she found that there were no openings in the city. She even checked for openings within a 20 mile radius of Edmonton - still no luck. However, a professor in the education department at the university has informed her that there are a number of openings coming up in British Columbia. Linda would not mind moving to another province because she is really anxious to start working in her profession. She has discussed this with Robert. Some of these discussions have generated a lot of angry feelings. Robert feels pressured. He hates the idea of giving up his job as a salesman in Edmonton because he is doing so well. Linda feels that Robert is being unfair. She feels that she should be given chance to do well in her profession also.

WHAT DO YOU THINK OF ROBERT'S BEHAVIOR?

WHAT DO YOU THINK OF LINDA'S BEHAVIOR?

WHAT DO YOU THINK SHOULD BE DONE NOW?

WHAT DO YOU THINK ROBERT AND LINDA COULD HAVE DONE TO STOP THESE ANGRY FEELINGS FROM HAPPENING?

3. Jean and Bob have been married for one year. Bob loves sports and has a group of friends with whom he has always played hockey or soccer or some other sport in his free time. For the past couple of months, it seems that Bob has been spending most Saturday and Sunday afternoons playing sports with his friends. Jean is not terribly athletic, but wouldn't mind learning how to play some sports. However, this wish has become buried under her resentment. She really doesn't mind Bob getting together with his friends now and then, but she wishes they could spend more recreational time together.

WHAT DO YOU THINK OF BOB'S BEHAVIOR?

WHAT DO YOU THINK OF JEAN'S BEHAVIOR?

WHAT DO YOU THINK SHOULD BE DONE NOW?

WHAT COULD BOB AND JEAN HAVE DONE TO AVOID THIS PROBLEM?

DO YOU THINK THAT BOB SHOULD BE "PUNISHED"?

___ YES ___ NO ___ UNSURE

4. Mark and Kathy have been married for five years. They have a two month old child. The child was planned and they both took parenting courses during the pregnancy to help ease the transition into parenthood. Kathy has planned to go back to work in 3 months leaving the child with a day-care. This was the agreement they made before the baby was born. However, parenthood has proved to be a lot more than they bargained for. The baby seems to cry constantly and does not sleep well. Kathy is managing fairly well, although she is tired and her nerves are often frazzled. Mark is somewhat intimidated by this screaming baby and feels "all thumbs" whenever he goes near it. Because of this, he is not helping out as much as Kathy thinks he should. She interprets this reluctance as "not really wanting to do it". Consequently,

Kathy loses her temper quite a bit, which makes Mark back off even more. Mark feels that if Kathy were more patient, he might feel more confident about handling the baby. Also, because the baby seems to be so difficult, Mark feels that Kathy shouldn't go back to work in 3 months. Deep down inside, Kathy feels the same way, but on the surface, this has only made her more angry and impatient.

WHAT DO YOU THINK OF MARK'S BEHAVIOR?

WHAT DO YOU THINK OF KATHY'S BEHAVIOR?

WHAT DO YOU THINK SHOULD BE DONE NOW?

WHAT COULD MARK AND KATHY HAVE DONE TO AVOID THIS PROBLEM?

5. Jeff and Lynn have been married for two months. Before their marriage, they shared all of their personal problems with each other. They both felt that this sharing helped their relationship to grow and expected to do the same in marriage. However, living under the same roof has changed this somewhat. On days that Jeff seems really tired or busy, Lynn feels that she shouldn't burden him with her personal problems. On these days she usually phones her mother or talks to a friend. Jeff gets angry about this. He doesn't want other people involved in their personal problems. Lynn can't understand this reaction.

WHAT DO YOU THINK OF JEFF'S BEHAVIOR?

WHAT DO YOU THINK OF LYNN'S BEHAVIOR?

WHAT DO YOU THINK SHOULD BE DONE NOW?

WHAT COULD JEFF AND LYNN HAVE DONE TO AVOID THIS?

APPENDIX D

QUESTIONS USED AS GUIDELINES FOR DISCUSSION

DURING INTERVIEWS WITH KEY INFORMANTS

1. What political/historical/religious circumstances created the program?
2. What is distinct about this program? What makes it unique among other similar programs?
3. What general goals does the Pastoral Institute identify for marriage preparation programs? What were the original goals and objectives? Have these changed? How?
4. What needs do you see for couples in relation to their roles?
5. What are the Pastoral Institute of Edmonton's goals relative to the role expectations aspect of their progam?
6. What components would you like the program to have which it does not currently contain regarding roles in the relationship?
7. What rationale do you have that describes the relationship between objectives regarding role expectations in the program and the activities that are supposed to achieve them?
8. Asking staff for scenerios - What do you see or expect to see when helping couples work through their role expectations in the program?

APPENDIX E

To those registered for the May 14-16 Marriage Preparation Course:

I am writing to ask your cooperation in an evaluation study I am conducting with the Pastoral Institute on the role expectations aspect of their program. The marriage preparation course that you are attending on May 14-16 has been chosen as the weekend to test the effectiveness of the new role expectation questionnaire that I have developed. Marital roles are changing in this day and age. This questionnaire has been designed to help you become more aware of changing roles in your relationship. This will help the staff members who will be working with you to get to know you. Please fill out the questionnaire on your own, separately from your fiance. Use the back of pages if necessary.

I hope you find the questionnaire interesting. Good luck with the course.

Sincerely,

Deborah Norris

Deborah Norris
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